DOCUMENT RESUME

ED 124 723 CE 007 333

TITLE Teacher's Guide for Career Education in Kindergarten--Primary Grades.
INSTITUTION Saint Louis Public Schools, Mo.
REPORT NO VT-102-832
PUB DATE 74
NOTE 275p.; For related document, see CE 007 334

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; *Elementary Education; Instructional Materials; Integrated Curriculum; *Learning Activities; Occupational Clusters; Self Concept; *Teaching Guides; Teaching Procedures; Worksheets

ABSTRACT

Based on the 15 occupational clusters, the teaching guide in career education consists of three sections of lessons for students K-3, 4-6, and 7-8. Self-awareness, career awareness, and career exploration are the basic domain areas underlying the learning activities. There are 15 lessons for kindergarten level, 14 for primary 1, nine for primary 2, and 18 for primary 3. Many pictorial examples of suggested tasks are included for teachers, along with student worksheets of learning activities, puzzles, and games. For grade levels 4-6, lessons in language arts, mathematics, social studies, science, health, and fine arts are divided into the grade level subsections. For levels 7 and 8, lessons cover the curriculum areas of language arts, mathematics, science and social studies. The format of the lessons includes concepts, performance objectives, suggested time, curriculum areas, new vocabulary, prerequisite knowledge, teacher preparation tasks, instructional procedures, assessment procedures, and supplemental activities. Numerous worksheets of student learning activities are included. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED124723

V361039L

CAREER

EDUCATION

VT 102 832

CE007333

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED124723

TEACHER'S GUIDE

FOR

CAREER EDUCATION

in

Kindergarten - Primary Grades

Permission to reproduce this copyrighted material has been granted by
Anne E. Price, Director
Div. of Curriculum Ser.
to AIM/ARM, ERIC, and organizations operating under agreements with the U.S. Office of Education and National Institute of Education. Further reproduction outside the AIM/ARM and ERIC systems requires permission of the copyright owner.

St. Louis Public Schools
St. Louis, Missouri
Copyright 1974

CE007338

VT 102 832

Prepared under the supervision of the
Division of Curriculum Services
St. Louis Public Schools

Anne E. Price, Director

Edna Whitfield - Mary York, Elementary Supervisors
Lila Murphy, Editor

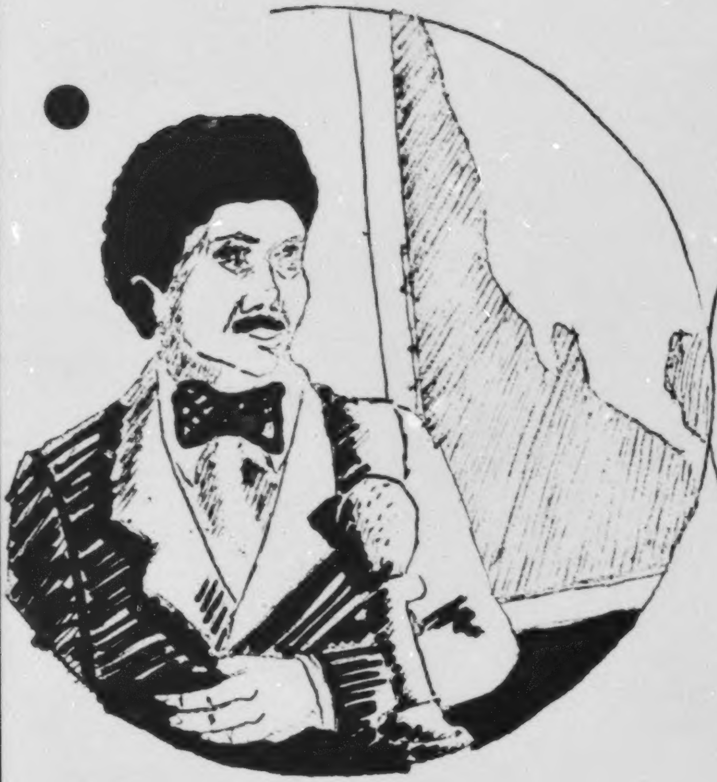
Career Education Project Production Staff

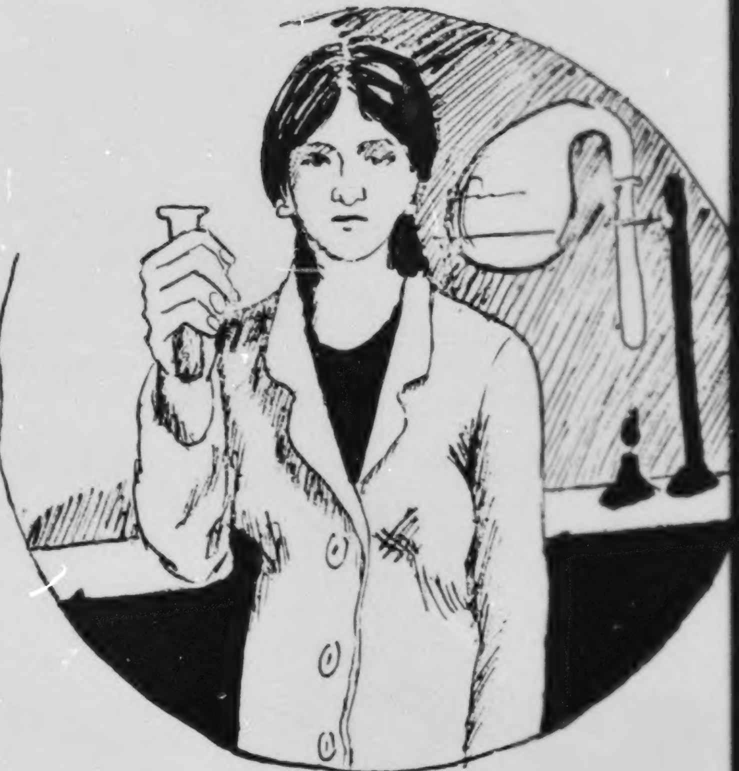
Marie B. Burrow, Director

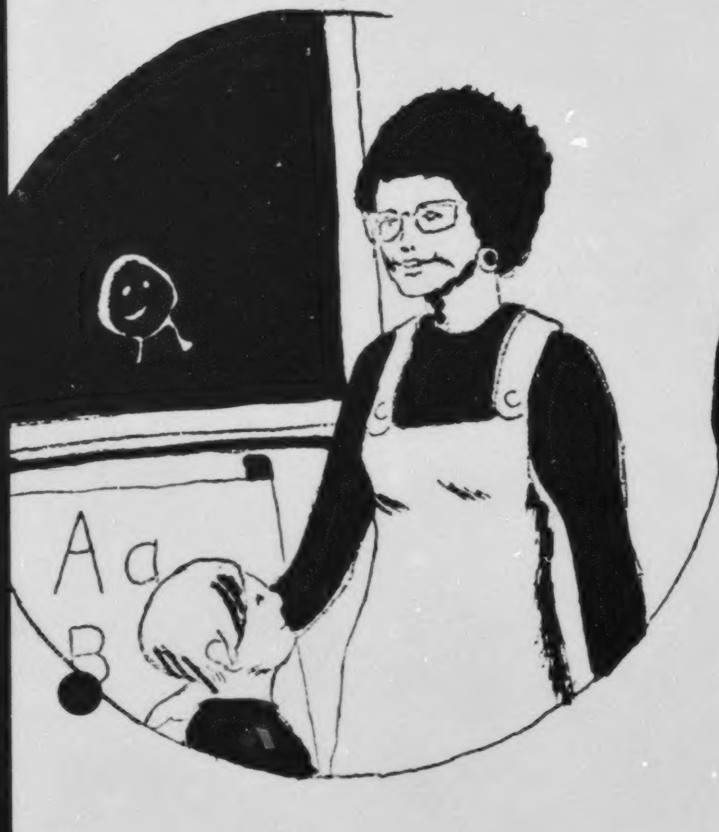
Gwendolyn J. Wright, Curriculum Writer

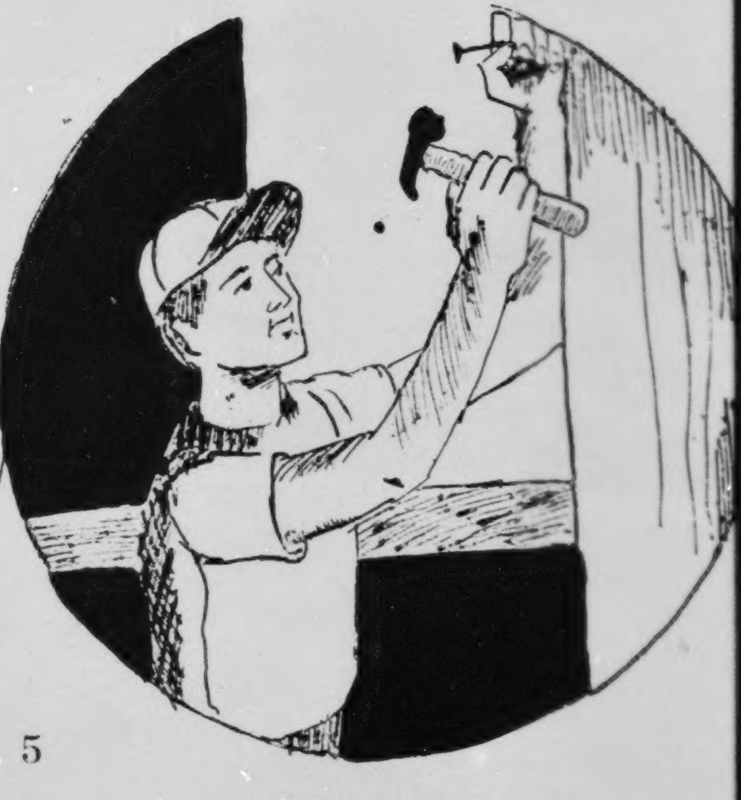
Teacher Advisory Committee

Julia White - Farragut School
Sandra Thiele - Long School
Janet Capizzi - Mullanphy School






A a
B d



Fifteen Cluster Arrangement

Service Group

Consumer and Homemaking
Public Services
Personal Services
Hospitality and Recreation

Business Group

Business and Office
Manufacturing
Marketing and Distributing
Transportation
Construction

Science Group

Health
Environmental Control
Agri-business and Natural Resources
Marine Science

Communication Group

Communication
Fine Arts and Humanities

KINDERGARTEN

WHAT CAN I DO?

MIRROR, MIRROR ON THE WALL,
WHO'S THE FAIREST OF THEM ALL?

NOBODY IS JUST LIKE ME

WORKERS WHO KEEP US SAFE
(The Fireman)

WORKERS WHO KEEP US SAFE
(The Traffic Director)

WORKERS WHO KEEP US SAFE
(The Crossing Guard)

WORKERS IN OUR NEIGHBORHOOD
(Service Station Attendant)

WORK WATCHERS

WORKERS WITHIN OUR SCHOOLS

WORKERS WHO SELL US FOOD

THE LIBRARIAN

WORKERS WHO HELP US TRAVEL
(The Bus Driver)

THE GARDENER

JOB JINGLES
(Nursery Rhymes)

WORKERS IN OUR SCHOOL NEIGHBORHOOD
(Construction Workers)

WHAT CAN I DO?

DOMAIN: Self Awareness

CONCEPT: An understanding and acceptance of self is important throughout life.

Sub-Concepts:
Realization of what one can do is a prerequisite to the development of pride, dignity, and a feeling of self worth.

PERFORMANCE OBJECTIVES

1. Pupil verbally assesses his own skills and talents.
2. Pupil recognizes the skills and talents of others.
3. Pupil relates in his or her very own words how the combined talents and skills of many persons are necessary for the production of a successful product or service.

LESSON TIME: At the discretion of the teacher

GRADE LEVEL: Kindergarten - Primary III

CURRICULUM AREAS:
Language Arts
Social Studies
Art
Music
Physical Education

NEW VOCABULARY:
talent - a special natural ability.
skills - an ability gained by practice or knowledge.
community - a group of people living together

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Kindergarten
Engaging in informal conversations with his teacher and classmates.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 15-17

Taking part in group discussion.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 19-21

Describing the objects, characters, and action in a picture.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 22-24

Using the basic syntax patterns of Enclish.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 26-30

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS

Speaking with confidence before a group.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 26-30

Using sentences to express thoughts, feelings, and ideas.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 30-33

Inferring what has happened and what will happen next when interpreting a picture.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 33-36

Comprehending and following a single oral direction.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Auditory Discrimination; Pages 44-47

Understanding oral explanations.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Auditory Discrimination; Pages 69-72

Comprehending and following a two or three part oral direction;
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Auditory Discrimination: Pages 69-72

Understanding that names are used to identify people, places, objects and actions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Concept Building and Classifying; Pages 143-145

Understanding that a general classification can be used to identify people, places, and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building and Classifying; Pages 149-160

Understanding that a direction or a position, or both are needed to locate people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building and Classifying; Pages 161-163

Knowing the meaning of most words used by children of his age and using them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Level One and Two: Extending Vocabulary; Pages 165-169

PRIMARY I

Understanding meaning of words.

Telling experience stories of greater complexity than in the preceding level.

PREREQUISITE KNOWLEDGE: Cont'd

PRIMARY I

Dictating stories and letters to the teacher, copying them, and reading them to his classmates distinctly.

Taking part in dictating experience stories written by the teacher on charts or chalkboard.

Writing own stories on the chalkboard and copying them on paper after they have been corrected.

PRIMARY II

Expanding in vocabulary and telling stories of increasing complexity.

Giving oral directions, explanations and descriptions with increasing facility.

Writing with increasing independence chalkboard stories and and copying the corrected stories on paper.

Participating in group proofreading of stories written on the chalkboard by classmates

PRIMARY III

Expanding vocabulary and telling stories of increasing complexity and length.

Giving oral directions, explanations, and descriptions with increasing facility.

Writing with increasing independence stories, letters, directions, explanation and descriptions on the chalkboard and on paper.

Reporting briefly to classmates about books which have been read independently.

Locating in the dictionary words and their meanings through the use of alphabetical order and guide words.

SOCIAL STUDIES

Kindergarten

Being aware of self-worth.
Goals and Guidelines; Social Studies in the Primary;
Unit I: A Healthy Self Image; Concept C, Activities C1-C5;
Pages 8-10

Understanding the following concepts:
Families come in many sizes.
Goals and Guidelines; Social Studies in the Primary;
Unit 2: A Healthy Family Image;
Concept A; Activities A1-A4; Pages 12-13

Kindergarten

Other people have roles in the family.
Goals and Guidelines; Social Studies in the Primary;
Unit 2: A Healthy Family Image;
Concept B; Activities B1-B4; Pages 13-14

Families have needs.
Goals and Guidelines; Social Studies in the Primary;
Unit 2: A Healthy Family Image;
Concept C; Activities C1-C5; Pages 14-16

School is a place with identity, structure and people.
Goals and Gudielines; Social Studies in the Primary
Unit 3: A Healthy School Image;
Concept A; Activities A1-A35; Pages 20-26

Being aware of immediate neighborhood.
Goals and Gudielines; Social Studies in the Primary;
Unit 4: The Neighborhood and the Community;
Concept A; Activities A1-A5; Page 34

Being aware of places in the community
Goals and Guidelines; Social Studies in the Primary;
Unit 4; The Neighborhood and the Community;
Concept B; Activities B1-B10 Pages 35-36

Being aware of workers in the community.
Goals and Guidelines; Social Studies in the Primary;
Unit 4: The Neighborhood and the Community;
Concept C; Activities C1-C16 Pages 37-39

Primary I

Identifying self
Goals and Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self-Image;
Concept A; Activities A1-A6; Pages 72-73

Comparing self with other people.
Goals and Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self-Image;
Concept C; Activities C1-C5; Pages 75-76

Being aware of family structure.
Goals and Guidelines; Social Studies in the Primary;
Unit 2; Family Identification and Family Needs;
Concept A; Activities A1-A4; Page 78

Being aware of family size.
Goals and Guidelines; Social Studies in the Primary;
Unit 2; Family Identification and Family Needs;
Concept B; Activities B1-B6; Pages 78-79

Primary I
Being aware of family jobs at home and outside the home.
Goals and Guidelines; Social Studies in the Primary;
Unit 2; Family Identification and Family Needs;
Concept C; Activities C1-C5; Pages 79-80

Identifying school.
Goals and Guidelines; Social Studies in the Primary;
Unit 3; A Healthy School Image;
Concept A; Activities A1-A5; Page 90

Recognizing school helpers.
Goals and Guidelines; Social Studies in the Primary;
Unit 3; A Healthy School Image;
Concept D; Activities D1-D9; Pages 92-93

Being aware of people in the neighborhood.
Goals and Guidelines; Social Studies in the Primary;
Unit 4; The Neighborhood;
Concept A: Activities A1-A12; Pages 100-101

Being aware of places in the neighborhood.
Goals and Guidelines; Social Studies in the Primary;
Unit 4: The Neighborhood;
Concept B; Activities B1-B9; Pages 101-102

Being aware of the people in his community.
Goals and Guidelines; Social Studies in the Primary;
Unit 5; The Community
Concept A; Activities A1-A16; Pages 106-108

Being aware of the places in the community.
Goals and Guidelines; Social Studies in the Primary;
Unit 5; The Community;
Concept B; Activities B1-B11; Pages 108-109

Being aware of industries in the community.
Goals and Guidelines; Social Studies in the Primary;
Unit 5; The Community;
Concept C; Activities C1-C31; Pages 110-113

Primary II
Identifying self.
Goals and Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self Image;
Concept A; Activities A1-A5; Page 162

Appreciating home, family,and relationships with other people.
Goals and Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self Image;
Concept B; Activities B1-B9; Page 162-164

Primary III

Looking realistically.
Goals and Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self Image;
Concept A; Activities A1-A8; Pages 218-219

Realizing own responsibilities as a member of his family.
Goals and Guidelines; Social Studies in the Primary;
Concept C; Activities C1-C5; Page 220

Realizing own responsibilities as a member of his school
Goals and Guidelines; Social Studies in the Primary;
Unit D; Activities D1-D2; Page 220-221

Realizing own responsibilities as a member of his Community
Goals and Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self Image;
Concept E; Activities E1-E4; Page 221

Recognizing St. Louis as our community.
Goals and Guidelines; Social Studies in the Primary;
Unit 2; Our City, St. Louis;
Concept A; Activities A1-A15; Pages222-224

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Worksheets (Optional)	Collection of magazines, coloring books, newspapers, etc. (Introduction and Task #1) OR Teaching Pictures - School and School Helps (David C. Cook Publishing Company) My Community - (David C. Cook Publishing Company) Collection of small boxes for constructing houses and building in the community. (Task #4) OR Construction Paper

TEACHER PREPARATION TASKS:

Enlist the help of the pupils for finding and cutting out pictures from magazines, etc., of pupils participating in various activities performed in the classroom. Some examples of the type of pictures needed are:

1. Pupil participating in an art activity, such as, cutting, pasting painting or fingerpainting.
2. Pupil making something in which he may be using various tools.
3. Pupil taking care of plants.
4. Pupil writing.
5. Pupil reading.
6. Pupil feeding the fish in an aquarium.
7. Pupil performing a gesture of kindness.
8. Pupil participating in a clean-up activity.
9. Pupil performing a stunt.

Enlist the help of the pupils in finding and cutting out pictures of adult workers in their homes, neighborhoods or community. (Don't worry about duplications of careers...they will be utilized in various activities listed under Instructional Procedures).

For the Kindergarteners and Primary I pupils, you may wish to print the name of the occupations on flash cards (Task #1). This will help the pupils learn to read the words by initially using the pictures as a clue. Upper primary pupils may print the name of the occupations on the flash cards.

Enlist the help of the pupils in collecting small boxes for construction of the houses for a community (Task #4) and odds-and ends for making various musical instruments. (Task #5).

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Allow the pupils to display attractively on a bulletin board pictures showing the various talents that pupils may have. Use the bulletin board as a spin-off for helping the pupils identify some of their talents as well as some of the talents of others. Discuss the pictures and encourage pupils to think of other talents that are similar to the ones pictured. As a next step, list on the chalkboard, skills that are different from the ones previously named. (For the upper primary grades, a pupil or pupils may be called upon to write on the chalkboard). See how long pupils can make the list. An example of a list is illustrated.

SKILLS

1. Handwriting
2. Reading
3. Speaking Clearly
4. Spelling
5. Swimming
6. Batting
7. Pitching
8. Etc.

INSTRUCTIONAL PROCEDURES:

TASKS

1. Display, on a bulletin board, the pictures of the different workers collected by the pupils. The following caption may be used: WORKERS IN THE COMMUNITY. Introduce the word community to the pupils and be sure they understand the meaning of community (refer to definition presented in the section NEW VOCABULARY). Develop the idea that a family, a neighborhood, a city, a country, a planet or any group of people who live together may be considered a community. Also, develop the idea that the people who are grouped together in communities, share their talents and abilities. A classic example of sharing of talents and abilities is readily seen when the doctor treats the grocery man (grocer) who is sick and how the grocer provides food for the doctor, etc. Take several World of Work Walks in the neighborhood and let the pupils observe the sharing of talents and abilities as they watch the workers. Encourage pupils to look at the role of each member of their family and tell how each shares his talents and abilities. The role of each member of the school may also serve as another classic example.

2. Let the pupils talk about the jobs of their parents. Make a class list of the different occupation, specific talents, and/or abilities of parents. (Remember that their talents and abilities may be unrelated to their jobs.)

3. Let the pupils talk about experiences that they have had in using the help of others in their community. Encourage the pupils to bring in books about workers in the community (from home, school or neighborhood library).

4. Divide the pupils into small groups and let one group of pupils construct a small community on a library table or on the floor in a corner of the classroom. The buildings and houses may be made from small boxes or construction paper and painted with tempera paint. (Teacher's choice). Let the pupils help decide what is needed to make their community as self-contained as possible and the variety of buildings, such as houses, hospitals, churches, barber shops, cleaners, department stores, fire and police stations, grocery and drug stores, confectionaries, movie theaters, recreation centers, schools, swimming pools and etc. Let another group of pupils draw people doing various jobs in the community...a crossing guard directing traffic, a painter on a ladder painting a house, a gardener pulling weeds, a fireman in a firetruck on his way to a fire, a policeman in a patrol car cruising through the area, a life guard near the swimming pool, etc. The pupils can cut out these figures with scissors, back them with cardboard from blocks of paper or shirt board, and make a simple cardboard stand for the figures. If there is enough space, let another group of pupils construct a farm area to be included in the community with perhaps a complete farm: a barn, pasture, house, farm animals, a farmer on a tractor or feeding the chickens, etc. Another group may wish to construct a shopping center. The pupils may bring their small cars, trucks, dolls, farm animals and so on, to add to the display.

TASKS:

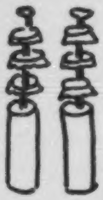
5. Allow the pupils to form a small band and make their own musical instruments. Directions for making a few small instruments are listed below. (The teacher may feel free to use her own ideas and creativity).

Cymbals

A pair of cymbals that will produce a sharp sound when clashed together may be made from two old tin lids or from pie tins. If you use pie tins, a handle has to be made for the back of each tin. Punch two holes near the center of the tin by driving a nail through with a hammer and about as far apart as the width of the hand. Thread the ends of a shoestring through the holes. Leave enough slack so that the hand can be slipped through and tie the ends together on the inside.

Maracas

Maracas may be made with soda bottle tops, a stick, and a nail. Have the pupils remove the corks from three bottle caps. Then nail the three caps loosely to the end of a handle made from a stick as in the picture below.



Rhythm Sticks

Rhythm sticks may be made from sparerib bones. Have the pupils select two rib bones. Clean and dry the bones. Then lacquer them. When dry, have the pupils place one end of the stick on the thumb and hold it with the forefinger. The pupils tap the stick with the one held loosely in the right hand.

Tambourines

To make a tambourine, the pupil will need 6 or 8 tops from soda bottles, a pie tin, and as many nails as they have bottle tops. Let the pupil remove the cork centers from the tops, and nail the tops loosely to the pie tin by bending the ends of the nails. Roundheads may be used in the place of nails. Another way of fastening the tops is with wire. With the hammer and nail, the pupils will punch a hole through the top and a corresponding one through the pie tin. Then they will draw a wire through the holes and twist the ends of the wire together, allowing enough slack so that the tops will rattle. Then let the pupils decorate the tambourines with ribbons and bows. Fasten the ribbon to the pie tin with schotch tape, or cement.

TASKS

Miniature Harps

Let the pupils select clean, dry wishbones and a half dozen thin rubber bands per wishbone depending upon the size of the wishbone. Stretch the rubber bands across the wishbone and the harp is ready.

OR

Let the pupil make a small forked branch of a bush. String the harp with green thread or twine depending on the size of the branch.

Indian Drums

To make a drum, the pupils will need a tall container (oatmeal or corn meal box), strong string or leather thongs, a stout needle with a large eye, chamois, shellac, and two strong sticks for drum sticks. Remove the top and the bottom of the box. Let the pupils apply a coat or two of shelac and allow it to dry thoroughly. Then cut two circles of chamois large enough to cover the ends of the drum. Allow for a generous overlap. Wet the chamois and stretch it tightly across the ends. Lace the chamois together with stout string or leather thongs as shown in the picture on previous page.

To make the drum sticks, let the pupils pad the ends of the stick heavily with wadded cloth. Cover the padding with cloth and tie to the drum stick.

After the pupils have made their musical instruments, let them pretend that their band belongs to the community and parade around the area when the display has been completed. You may wish to stretch their imaginations by appointing one child as a traffic director and the others as pedestrians. The traffic director will issue orders or commands to the pedestrians in order for the band to be seen by all. Don't miss the opportunity of assigning occupational titles (musical) to the band, placing emphasis upon marching and following directions. Consult your Physical Education Guide for choosing an appropriate record for marching. (Rhythms).

6. To stimulate creative written expression in the pupils, stressing the idea that the people in the community are dependent upon one another, let the pupils think about things that could be happening in their little town. In the Kindergarten and Primary I, the stories should be a combined effort with the teacher recording it. At the Primary II and III levels, the pupils could write a story or stories independently.

SUMMARY

At the end of the unit, provide for pupils the opportunities to review the concepts learned and evaluate their own talents or abilities.

SUPPLEMENTAL ACTIVITIES
Use attached Worksheets (optional).

ASSESSMENT PROCEDURES:
DESCRIPTION
1. Teacher-made Check List.
As the teacher works with the pupils, special talents displayed by pupils should be identified. Devise a checklist and at the end of each activity, quickly check off any pertinent information.

Example:

(NAMES OF CHILDREN)	TALENTS AND ABILITIES						
	Story Telling	Following Directions	Giving Directions	Organize Display	Art	Planning	Writing
1. Jones, John							
2.							
3.							
4.							
5.							
6.							
7.							
Etc.							

This type of information can be retained and utilized later in the school year with other activities. Do not use the information to over-work the talent or ability of any one pupil but only for encouraging the other pupils to do the same. Encourage pupils to use talents but give an opportunity to explore other areas.

DESCRIPTION

2. Children's Self-Evaluation.
Let the Kindergarten and Primary I pupils make drawings of themselves doing one of the lesson activities and give an oral explanation of their pictures.

OR

Allow a small group of students who worked cooperatively together on a particular activity to make a mural, with each pupil painting himself doing his best activity. Pupils could then write a short script, which the teacher could record telling about contributions of each to the activities. When used with Primary II and Primary III pupils the pupils will write the script.

OR

Let the pupils write stories or poems expressing their reactions to the study.

MIRROR, MIRROR ON THE WALL, WHO'S THE FAIREST OF THEM ALL?

DOMAIN: Self Awareness

CONCEPT: An understanding and acceptance of self is important throughout life.

Sub Concept:
1. Pupil who thinks he can----can.

PERFORMANCE OBJECTIVES:

1. Pupil reacts with an increased amount of confidence when confronted with a new experience.
2. Pupil verbally assesses his personal characteristics.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:
Language Arts
Social Studies

NEW VOCABULARY:

NONE

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Engaging in informal conversation with his teacher and classmates.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 15-17.

Taking part in group discussions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 19-21.

Speaking with confidence before a group.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 26-30.

Using sentences to express thoughts, feelings and ideas.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Page 30-33.

Knowing the meaning of most words used by pupils of his age and using them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Levels One and Two: Extending Vocabulary; Pages 165-169.

PREREQUISITE KNOWLEDGE: Cont'd

SOCIAL STUDIES
Identifying self.
Goals And Guidelines; Social Studies in the Primary;
Unit 1: A Healthy Self-Image;
Concept A Activities A1-A8; Pages 4-6.

Being aware of parts of the body.
Goals And Guidelines; Social Studies in the Primary;
Unit 1 Concept B; Activities B1-B6; Pages 6-8

Being aware of self worth.
Goals And Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self-Image;
Concept C; Activities C1-C5; Pages 8-10.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Large oblong mirror (standard equipment in most kindergartens.) Parental involvement and participations. (Demonstrations utilizing the same positive approach or technique at home.)

TEACHER PREPARATION TASK:

Plan guidance sessions with parents of pupil in your classroom. If possible, demonstrate technique utilizing pupil so that parents may see the positive effects on the pupils. Plan a hand-out consisting of a list of statements which may be helpful in providing ego strengths in kindergarteners.

Example.

1. My you hair looks nice. Do you brush or pick it often?
2. What pretty white teeth you have. Does that sound like the wolf in Little Red Riding Hood?
3. Are those new shoes?
4. What big strong shoulders you have.
5. I'll bet you are very brave.
6. The other boys and girls are so glad you belong to their class.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Present the idea of the mirror by drawing attention to the pupils' clothing or grooming. Eliminate any negative comments by picking out something on which to build. For example, a little girl may not have a new dress on, so it may be necessary to begin by concentrating on the color, the design, or the pattern. A boy may for once, have his shoes tied or his hair combed. Have the pupils form a circle around the mirror and describe a good quality of a pupil. When the pupil has been identified by the class, take a journey to the mirror with the pupil so that he or she can really see how "nice" he or she looks. Be sure each pupil has a turn.

TASK

With both the pupil and the teacher looking in the mirror for the "good" things, the teacher may wish to emphasize neatness and cleanliness. Encourage the other pupils to comment on the good qualities or characterists of this person.

Allow the chosen pupil to journey to the mirror with a classmate that he likes. They may wish to talk about their bodies.... how tall they are, how they can make faces, their teeth, eyes and smile. The teacher may make a growth chart and measure the height and weight of pupils throughout the school year to show them how they have changed. In order to encourage class participation, have the chosen pupil to look happy, and then look sad; discuss how these expressions look to others. Then encourage others to demonstrate the same expressions.

Encourage pupils to talk about how they think; see how wonderful we are _ in other words, we can keep clean, neat, and wear a big smile. Try to increase the understanding that we should always look for the good features in other people.

SUPPLEMENTAL ACTIVITIES:

Repeat the both formats as stated under TASK under INSTRUCTIONAL OBJECTIVES as often as necessary.

SUMMARY:

Positive image building in kindergarteners is well worth the attention of any teacher. Hopefully, the timid and the withdrawn pupils will expand their horizons and the more overt pupils will begin to act so that others will like them.

ASSESSMENT PROCEDURES:

Teacher observation and judgement of daily activities.

NOBODY IS JUST LIKE ME

DOMAIN: Self Awareness

CONCEPT: An understanding and acceptance of self is important throughout life.

Sub Concept:

1. All pupils have a need to relate to others in satisfying ways to be loved, recognized and admired for their individual accomplishments.
2. Pupils need to communicate and identify with the people in their environment.
3. Pupils need to learn about themselves as individuals, separate and distinct from their families.

PERFORMANCE OBJECTIVES:

1. Pupil describes his or her own personal characteristics.
2. Pupil names parts of his or her body.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:

Language Arts
Social Studies
Art
Music

NEW VOCABULARY: Parts of the body

head
face
chest
elbow
wrist
leg
foot
toes
arms
hands
fingers
knees
neck
ankle
eyes
nose
mouth
hair
ears

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Expressing his ideas orally.

Speaking clearly and with confidence to a group.

Expanding and extending vocabulary.

SOCIAL STUDIES
Identifying himself.
Tools And Guidelines: Social Studies in the Primary;
Unit 1; A Healthy Self-Image;
Concept A; Activities A1-A8; Pages 4-6.

PREREQUISITE KNOWLEDGE: Cont'd

SOCIAL STUDIES

Being aware of parts of his body.
Goals And Guidelines; Social Studies in the Primary;
Unit 1; A Healthy Self-Image;
Concept B; Activities B1-B6 qage 6-8

Being aware of self-worth.
Goals And Guidelines: Social Studies in the Primary;
Unit 1; A Healthy Self-Image;
Concept C; Activities C1-C5; Pages 8-10

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Worksheet #1 (Counting from one to ten). Optional Worksheet #2 (Avove and below). Optional	Learning Time With Language Experience for Young Children Louis B. Scott Mood and Emotions (Study Prints) Starter Concept Card #24 Open Highway Program Scott, Foresman & Company Materials needed: Small mirrors Construction Paper Ink Pad Magnifying glass

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:
Reading the following poem to the pupils

IDENTIFYING ME

I looked in the mirror and what did I see?
(Pretend that you are looking into a mirror).
I saw somebody and it was me.
(Point to yourself).
I looked in the water and what did I see?
(Pretend that you are looking into a pool).
I saw my reflection and it was me.
(Point to yourself).

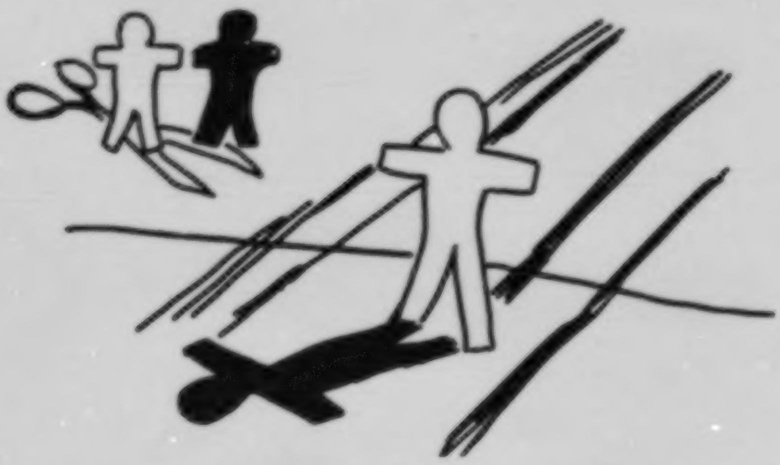
INTRODUCTION:

I stood in the sunshine and what did I see?
(Look up at the sun and then toward the ground).
I saw a shadow and it was me.
(Point to yourself).
I looked in an album and what did I see?
Pretend you are fingering through an album).
I saw a picture and it was me
(Point to yourself).

After reading the poem to the pupils, allow them an opportunity to find their reflections around the classroom in the shiny utensils in their play house, toys or a mirror. Pass around small mirrors so that pupils can look at their faces. Let them look in the large mirror (standard equipment in most kindergarten rooms) so that they can see and contemplate their whole image.

Read the poem to the pupils again and encourage them to perform the actions and say the poem along with you.

Cut two, full-length silhouettes of the same size, one black and the other yellow. Glue the whole black form upside down at the lower left angle to represent a shadow. Talk about the shapes and lengths of shadows in the morning and at lunch time. Go into the yard on sunny days and observe individual shadows.



TASKS:

Stimulate a group discussion, emphasizing there is nobody just like you in the whole wide world, and there is nobody just like me. Point out characteristic that every one has, such as, two hands, two ears, two legs and etc. As you identify these characterstics, allow the pupils to show or point to the parts of their body that you name.

TASKS:
Provide opportunities for pupils to make fingerprints of one another and compare them; help pupils to note that although everyone has fingerprints, each person's fingerprints are different from those of any other person.

Continue the discussion. The following questions may be used to guide the discussion:

1. What kind of ice cream do you like?
2. What do you like to smell?
3. What do you like to feel?
4. What do you like to watch?
5. What do you like to hear?
6. Is it a good thing that all people are not alike?
7. What might happen if we were all alike?
8. Would you like to be like everyone else?
9. Aren't you glad you are you?

SUMMARY:
The activities mention above are designed to emphasize the self-image and build a good self concept. As a summary, you may ask each pupil to tell what makes him different from anyone else.

SUPPLEMENTAL ACTIVITIES:

1. Play the game, "You Will Have To Guess." Have the pupils form a circle with their chairs. Blindfold one pupil and have him sit in a chair in the center of the circle. When a pupil knocks on the back of the chair, the blindfolded pupil asks, "Who is it?" The pupil who knocked, answers, "You will have to guess." The blindfolded pupil tries to guess the name of the pupil who knocked on the chair. If he is experiencing some difficulty in recognizing the voice, he may question the pupil who knocked. If he asks three questions and is still unable to guess the "knocker's" name, then he must give up the chair and take the knocker's place in the large circle.

2. Make up lyrics to the tune of "Where Is Thumbkin," in which the pupils will identify the various parts of their body.

Example:

Where are your eyes?
Where are your eyes? (Teacher sings).

Here they are.
Here they are. (Class sings and points).

What are they good for?
What are they good for? (Teacher sings).

They're for me to see with.
They're for me to see with. (Children sing).

Very good, I thank you.
Very good, I thank you. (Teacher sings).

SUPPLEMENTAL ACTIVITIES: Cont'd

3. Have each pupil draw a picture of himself/herself. The teacher will write pupils' name on each picture and display attractively on the bulletin board.

4. The teacher sings and acts out the following song to the tune of "Old McDonald Had A Farm" while the pupil listen and watch.

   I touch my head and then my toes.
   Head and then my toes,
   I touch my knees and then my nose,
   Knees and then my nose.

   I touch my neck,
   See it there,
   Touch my ears
   And mouth and hair

   You have seen what I can do,
   Can you do it too?

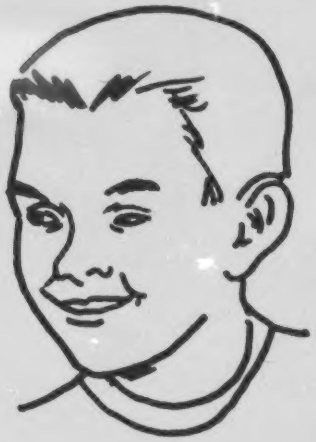
Children stand and join singing and acting out the song.

5. "Making A Me" Let the pupils choose a "buddy". Have one of the pupils lie on a large sheet of wrapping paper, placed on the floor. Let his "buddy" draw around his head, arms, torso and legs with a felt tip pen or crayons. Each pupil will enjoy coloring his own silhouette; putting in his features, and dressing the drawing of himself. If the pupil has difficulty putting his features, let him confer with his "buddy" for assistance in seeing himself as others see him.

eye

nose

mouth



head

face

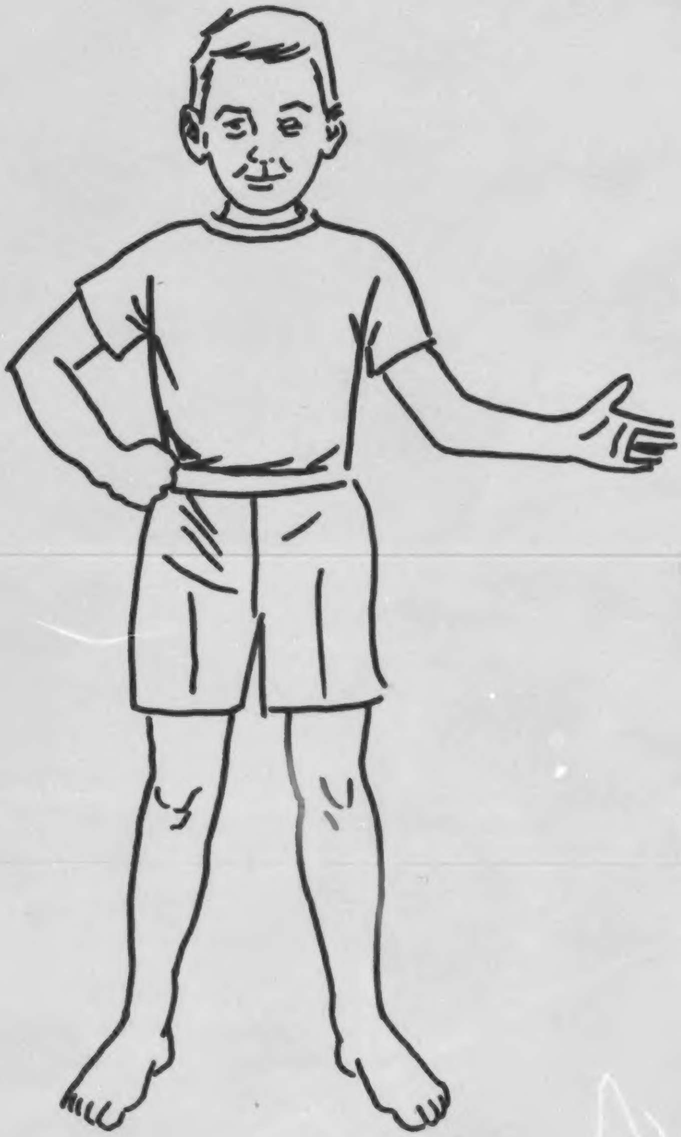
neck

arm

hand

leg

foot

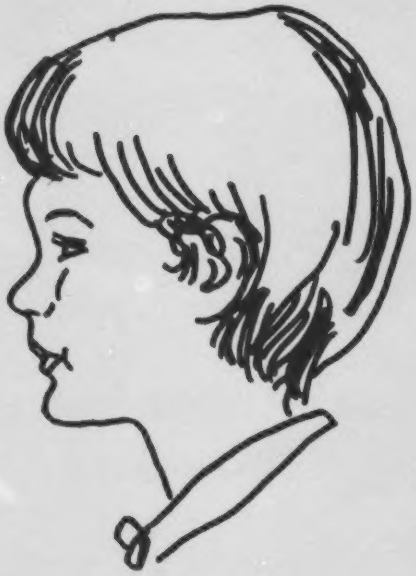


hair

nose

eye

mouth



neck

chest

elbow

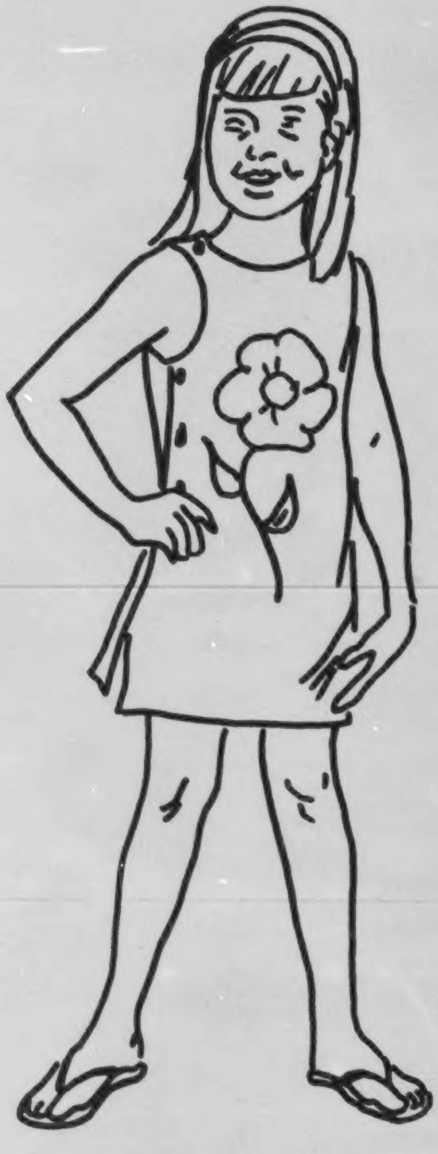
wrist

fingers

knee

ankle

toes



DIRECTIONS: Using the chart, draw a line from the correct word to the correct part of the body.

head

face

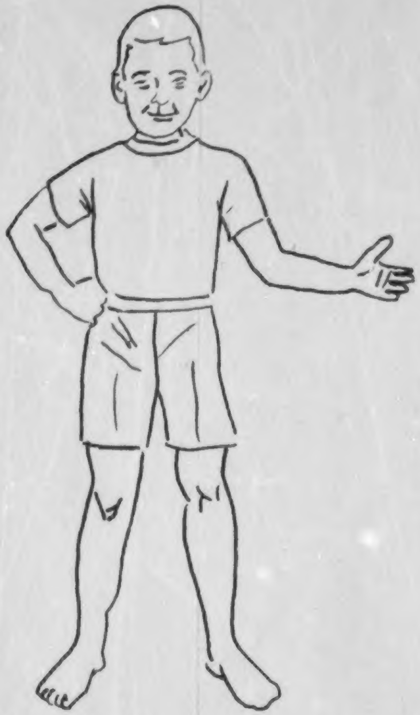
neck

arm

hand

leg

foot



neck

chest

elbow

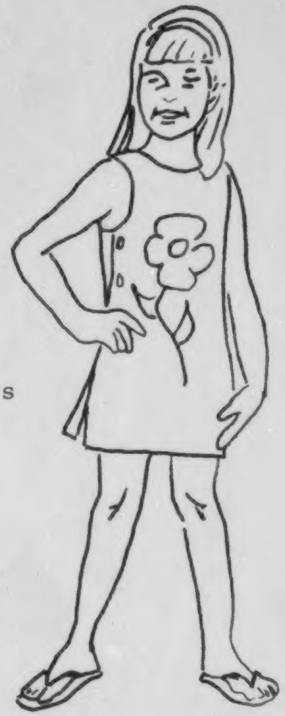
wrist

fingers

knee

ankle

toes

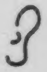
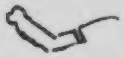
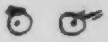


Draw the parts of the body in the right box.

One

Two

Ten

Part of Body	Above	Below
(neck)	(ears) 	(arms) 
	(eyes) 	(shoulders)
	(nose)	

WORKERS WHO KEEP US SAFE
(The Fireman)

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub Concept:
The presence of many occupations are the outgrowth of the needs of a community.

PERFORMANCE OBJECTIVES:

1. Pupil describes in his own words how the fireman helps in the community.
2. Pupil reports a fire.
3. Pupil tells the meaning of "fire prevention."
4. Pupil gives sound safety rules to follow if a fire breaks out in the home.

LESSON TIME: Approximately four- 15 minute lessons.

Resource speaker (fireman) with movies and work-related equipment - 1 1/2 hours.

GRADE LEVEL: Kindergarten

CURRICULUM AREA:
Language Arts
Social Studies
Music

NEW VOCABULARY:
community
fire prevention
fire safety
report
hose
ladder
siren
fire drill
fire equipment
gas mask
net
fire extinguisher

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Understanding that a general classification can be used to identify people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building and Classifying; Page 153.

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS

Knowing the meaning of most words used by pupils of his age and uses them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Level One-Two: Extending Vocabulary; Page 166.

Engaging in informal conversations with his teacher and classmates.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Small Talk (activity); Page 15.

Taking part in group discussions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Leading Questions and Experience Charts (activities); Page 20.

Describing the objects, characters, and actions in a picture.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Naming Things (activitiy); Page 22.

Speaking with confidence before a group.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; We See, Do and Tell; activity Page 28.

SOCIAL STUDIES:

Being aware of places in the community.
Goals and Guidelines; Social Studies in the Primary;
Unit 4: The Neighborhood and the Community;
Concept B; Activity B5; Page 36.

Being aware of workers in the community
Goals and Guidelines; Social Studies in the Primary;
Unit 4: The Neighborhood and the Community;
Concept C; Activities C1, C2, C6, C7, and C9; Page 37-39.

RESOURCES REQUIRED:

FOUND WITHIN THE LESSON	TEACHER ACQUIRED
	Teaching Pictures Resource Sheet # 1 Fire Safety Safety - David C. Cook Publishing Company. Resource Sheet #10 - A Visit to the Fire Station My Community - David C. Cook Publish. Co

RESOURCES REQUIRED: Cont'd

Resource Sheet # 1

Fireman - Home and Community Helpers
David C. Cook Publishing Company

Songs - The Fireman (song)
The Music Hour in the Kindergarten and First Grade Silver Burdett; Page 107.

Fire Truck Song
Music for Young Americans A.B.C. Music Series Page 47.

Five Little Fireman
Singing Fun - Webster Publishing Co.

Films - A Day With Fireman Bill
158-102 Audiovisual Services

I'm No Fool With Fire
Donald Duck's Survival
Resource Speaker - Fireman with equipment, tools, apparel and films.

World of Work Trip - Neighboring Fire Station

Childcraft - Volume 10; What People Do; Pages 12, 13, 38,
55, 56, 60,
78, 86, 91,
140, 171
300, 302,
304, 305.

Blocks

Toys

TEACHER PREPARATION

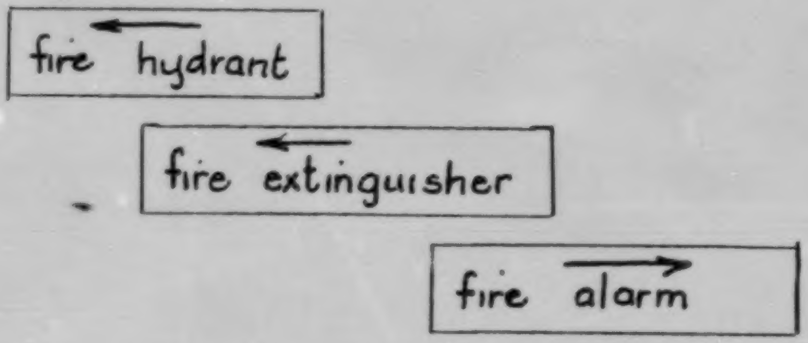
Acquire a fireman to serve as resource person, preferably a parent of one of the pupils in the school.

Make arrangements for a World of Work site visitation to a neighboring fire station.

Make flash cards on 3" X 7" cards of words illustrative of objects seen by pupils on World of Work tours, trips or walks.

TEACHER PREPARATION: Cont'd

Example:



Display teaching pictures attractively on a bulletin board. Assist pupils to formulate questions to ask the fireman.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Begin the discussion by focusing upon the school fire drill. Bring out the reasons for having fire drills, thus emplazing the fact that it is important to stay in line, to be as quiet as possible, and to walk quickly to the proper exit. (Refer to the fire drill procedures posted in your classroom). Use teaching pictures as stimulators of discussion. Tour the school building and identify the equipment available for assisting in fire fighting. The teacher can hold up the flash card with the name of an object and have the pupils say the word and look for the object. When the teacher holds up the word or flash card, the pupils should be allowed to talk about it with their partners. When the tour is over, the class will use the cards for questioning and reporting.

TASKS:

Invite a fireman to bring apparel for firefighting and work related objects and share his knowledge and experiences with the pupils. Encourage a demonstration of many tools and work-related equipment.

View films listed and discuss the work of the fireman and the use of tools and work-related equipment. If time permits, ask the fireman to show the films, comment on them, and answer the questions.

Take a World of Work Walk to a neighboring fire station. Take flash cards along and point out various items of importance there and along the way, such as the fire hydrant, fire alarm box, etc. (Frequent World of Work Walks will build familarity with the workers.)

TASKS: Assist pupils in formulating rules, such as:

HOW WE HELP OUR FIREMEN

1. Do not play with matches.
2. Keep trash picked up.
3. Report a fire at once...
   to a neighborhood...
   to the telephone operator...
4. Have an adult on camping trips.
5. Roll over on the ground or wrap a garment around a person whose clothes are on fire.

Discuss the other activities of the fireman which don't have anything to do with firefighting, such as, getting pets out of trees, etc.

SUMMARY:
After discussing the many experiences, recalling what they saw and did, and reviewing the responsibilities of the fireman, let the pupils make a mural about the firemen at work in the community. Include as much of the equipment as possible, such as hoses, fire engines, fire hydrants, ladders, etc.

"Thank You" letters should be sent to the firemen, dictated by the pupils, written by the teacher and mailed by the group.

SUPPLEMENTAL ACTIVITIES:
Have "Show and Share Time: in which the pupils can bring in many of their engines and trucks. These may be compared as to likenesses and differences as well as used for dramatic play with fire stations built with blocks.
Teach songs about the firemen during music time.
Play riddle games in which the pupils will identify the activity, person or equipment pretaining to the firemen.

Example:

When must we walk, walk, walk, And not whisper or
talk, talk, talk. When out of school just so, so, so,
Around the block we go, go, go?
(a fire drill)

Who are those men with a ladder and hose?
They save our homes; our toys, and our clothes.
(the firemen)

SUPPLEMENTAL ACTIVITIES: Cont'd

Role play the Fire Game. The teacher selects several pupils for firemen, one to report the fire, one for telephone operator, and several for neighbors and the home owner. The home owner and the neighbors notice the fire. One pupil dials the telephone operator. He must tell his name and address and where the fire is occurring. When he tells this correctly, the telephone operator will call the firemen and relay the message correctly, and the firemen will come and put out the fire. (Change groups several times). If the pupils are able to dial numbers correctly on the telephone, the telephone operator may be excluded.

ASSESSMENT:

Teacher evaluation and observation of pupils participation in the above activities.

WORKERS WHO KEEP US SAFE

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil explains at least two duties of the Traffic Director.
2. Pupil explains how the Traffic Director helps him.
3. Pupil identifies two aids which the community offers in helping pupils cross the street.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:

Language Arts
Social Studies
Mathematics
Science

NEW VOCABULARY:

SIGHT VOCABULARY	SPEAKING VOCABULARY
STOP	Traffic Director
GO	traffic
WALK (Supplemental Activity 1)	direct
DON'T WALK	
WAIT	

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Recognizing letter forms: capitals
Recognizing colors
Using visual discrimination skills

SOCIAL STUDIES
Being aware of workers in the community.
GOALS AND GUIDELINES:
Social Studies in the Primary
Unit 4; C 10; Page 38
Unit 4; C 12; Page 39

Being aware of contributions of Black citizens to the community.
Curriculum Guide and Resource Book
Integrating Black Studies into the Kindergarten and Primary Grades
Pages 68 and 69

MATHEMATICS
Recognizing shapes
One-to-one matching
Counting and reading from 1 to 10 (Supplemental Activity 4)

PREREQUISITE KNOWLEDGE (contd.)

SCIENCE (HEALTH AND SAFETY)
Understanding the following concepts:
Objects may be grouped according to color.
Curriculum Guide for Science
Kindergarten - Grade 8
Unit III; Section A; Page 3

Objects may be grouped according to shape.
Curriculum Guide for Science
Kindergarten - Grade 8
Unit III; Section C; Page 4

Crossing helpers aid in keeping us safe.
Curriculum Guide for Science
Kindergarten - Grade 8
Unit V; Section 2; Page 11
Unit V; Section 3; Page 11

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Resource person - Officer Friendly World of Work site visitation to neighboring police station

TEACHER PREPARATION:

Secure a paper plate for each pupil.
Make traffic signs with the words STOP and GO.
Establish a start and finish line.
Make a traffic signal
  Materials needed:
    Black posterboard
    Red, yellow and green cellophane or acetate sheets
    small flashlight
  Construction:
    Using black posterboard, construct a 15"x22" outline of a traffic light. Cut three circles out of the posterboard about five inches in diameter. Glue cellophane or acetate sheets - red, yellow and green - about five inches in diameter. Place the flashlight behind the color that you want to light up.
Number cards (1-10) (Supplemental Activity Number 4)

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

We are going to play a game in which we will learn to help a special kind of policeman keep us safe. I am thinking of the policeman who wears a white glove. He helps us cross the street.....Yes, the "Traffic Director". We can help him protect us.

INSTRUCTIONAL PROCEDURES (contd.)

TASKS

One pupil who is the Traffic Director, holds up a sign with the word "Go". The pupils on the starting line walk balancing paper plates on their heads until the Traffic Director holds up the word "STOP". The first pupil to cross the finish line wins the game. Any pupil who does not stop on the signal returns to the starting line.

Participate in the activities, with Officer Friendly. (See Social Studies Guide for suggested activities)

Take a World of Work site visit to a neighboring police station to see other jobs in the police department.

SUMMARY

Have the pupils discuss how they can help policemen keep them safe. (Em (Emphasize the sight vocabulary words such as "STOP" and "GO". Also place emphasis on the recognition of colors).

SUPPLEMENTAL ACTIVITIES:

1. Other signs may be prepared with the words "WALK", "DON'T" WALK", and "WAIT".
2. The Traffic Director may hold up signs and give oral commands using the action words such as, jump, run, hop or skip.
3. Less mature pupils may respond to the colors red, green and yellow.
4. The Traffic Director may hold up a traffic sign in his or her left hand and a number card in the right hand indicating the number of walking steps the pupils may take.

WORKERS WHO KEEP US SAFE
(The Crossing Guard)

DOMAIN: Career Awareness

CONCEPT: All persons have dignity and worth. (It is the worker, who brings dignity to the job.

Sub Concepts:

1. Many service occupations meet the needs of the community.
2. A variety of occupations are apparent in the school as well as the community.
3. The team efforts of the community are interrelated when meeting needs.

PERFORMANCE OBJECTIVES:

1. Pupil describes in his or her own words the duties and responsibilities of the crossing guard and/or the patrol boy (girl).
2. Pupil tells how the work of patrol boy (girl) and the crossing guard are interrelated.
3. Pupil associates the work-related articles with the worker.

LESSON TIME: 15-20 minutes

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:

Language Arts
Social Studies
Sicence (Health and Safety)
Art

NEW VOCABULARY:

intersection
crosswalk
electric signal lights
badge
belt

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Expressing ideas orally.

Speaking with confidence to a group

Extending vocabulary

Enjoying poetry.

SOCIAL STUDIES:

Understanding that school is a place with identity, structure and people.
Goals And Guidelines: Social Studies in the Primary;
Unit 3: A Healthy School Image ; Activities A25-A29; Pages 24-25.

PREREQUISITE KNOWLEDGE: Cont'd

SCIENCE

Understanding the following concepts.
Crossing only at crossings and crosswalks.
Curriculum Guide For Science; Kindergarten-Grade 8;
Unit 5: Safety; Section A; Page 10.

Always crossing the street at corners and never between two parked cars.
Curriculum Guide For Science; Kindergarten-Grade 8;
Unit 5: Safety; Section B; Page 10.

Looking in all directions before crossing a street.
Curriculum Guide For Science; Kindergarten-Grade 8;
Unit 5: Safety; Section C; Page 10.

Becoming aware of crossing helper as an aid in keeping us safe.
Curriculum Guide For Science; Kindergarten-Grade 8;
Unit 5: Safety; Section D. Page 10.

RESOURCES ACQUIRED:

Found Within the Lesson	Teacher Acquired
Resource Sheet #12 School and School Helpers (David C. Cook Publishing Co.)	Resource speakers: Representative (Automobile Club of Missouri) Crossing Guard (with work related articles). School patrol (with work related articles) 1. teacher-supervisor 2. captain 3. sargeant 4. members Studyprints Community and Neighborhood Helpers (Audio-Visual Services) Sound Filmstrips School Workers 771-461

TEACHER PREPARATION TASKS:

Make a bulletin board displaying pictures of various workers in the neighborhood.

Contact a representative from the Automobile Club of Missouri to serve as a resource person.

Automobile Club of Missouri
3917 Lindell Blvd.
St. Louis, Mo. 63108
(533-2233)

Make arrangements for the Crossing Guard to talk with class about his or her job.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Have the pupils talk about the Crossing Guard, who is a worker who has some duties similar to Officer Friendly. Encourage the pupils to compare the duties of the workers.

TASKS:

Using Resource Sheet Number 12, the teacher may read about the responsibilities of the Crossing Guard. Let the pupils share their experiences and observations with their class. Emphasis is placed upon friendliness and obedience to the commands of the Crossing Guard.

Have the pupils interview the Crossing Guard. (Use the interviewing techniques described in WORKERS WITHIN OUR SCHOOL). Ask the Crossing Guard to assist in formulating safety rules when crossing the street and stress what signals and commands will be given by him.

Have pupils interview members of the school's Patrol Force, using the same format as above.

Play a career guessing game in which the pupils will match the work related objects, such as hats, belts, badges, raincoats, etc. with the worker.

Have the pupils talk with the representative from the Automobile Club of Missouri and find out how his or her job is related to the school patrol and the Crossing Guard.

Compare information from the workers and discuss how they are interdependent as well as interrelated.

Dictate experience stories compiling information learned.

Saint Louis Public Schools   Career Education Project

WORKERS IN OUR NEIGHBORHOOD
(Service Station Attendant)

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil identifies the worker at a service station.
2. Pupil explains, orally, the duties of the service station operator.
3. Pupil names at least two services that you pay for at a service station.
4. Pupil names one service that you receive free at a service station.

LESSON TIME: 4 lessons 15-20 minutes each
1 lesson 40 minutes (field trip)

GRADE LEVEL: Kindergarten

CURRICULUM AREA:
Language Arts
Social Studies
Music
Art

NEW VOCABULARY: service station, filling station, or gas station

attendant
manager
pump
hydraulic lift
windshield wipers
grease gun
air hose
garage
hood
mechanic
lug wrench
screw driver

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Taking a part in group discussions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 19-21.

Describing the objects, characters and actions in a picture.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 25-26

Using sentences to express thoughts, feelings and ideas.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 30-33.

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS

Understanding oral explanations.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Auditory Discrimination; Pages 67-69

Understanding that names are used to identify people, places objects and actions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Concept;Building And Classifying; Pages 143-145.

Understanding that a general classification can be used to identify people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept;Building And Classifying; Pages 149-160

Knowing the meaning of most words used by pupils of this age and using them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Levels One and Two: Extending Vocabulary; Pages 165-169.

SOCIAL STUDIES:

Being aware of places in the community.
Goals And Guidelines; Social Studies In The Primary;
Unit 4: The Neighborhood And The Community;
Concept B; Activities B1-B10; Pages 35-36

Being aware of workers in the community.
Goals And Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood And The Community;
Concept C; Activities C1-C16; Pages 37-39.

RESOURCES ACQUIRED:

Found Within the Lesson	Teacher Acquired
	Kit A Language - Unit III Singing Fun: "The Filling Station Man", page 48. Music For Young Americans: "The Big Truck", page 31. Materials Needed: Blocks, toy trucks and cars (Resource persons)

TEACHER PREPARATION TASKS:

Arrange for a field trip to a service station in the neighborhood. Invite workers from the service station to serve as resource persons in classroom. (If a parent is available, encourage him to participate.)

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Begin by engaging in group discussion about cars and traveling from place to place. The following questions may guide the discussion.

1. Can we get from one place to another?
2. Why do we need different ways of getting from place to place?
3. How many of your mothers and fathers have cars?
4. Where do they go to get gasoline for their car?
5. What is the place called?

TASKS

Use Kit A Language, Unit III, Lesson 1-4, for reference. Have pupils take a walk to a nearby Service Station. Have the attendant show pupils how the pump and hydraulic lift works and explain where the gasoline is stored.

Have the pupils dictate experience stories about their trip and thank-you letters to the manager and other resource persons.

Have the pupils role play the workers, allowing the others to guess their occupational title. Pupils may stretch their imaginations and pretend they are tools or work-related objects and permit the others a chance to guess what they are.

Have pupils learn songs listed in RESOURCES REQUIRED during music time.

Using blocks, boxes and toys, let the pupils build a service station in the classroom (free play activity).

SUPPLEMENTAL ACTIVITIES:

Using newsprint, crayons and paints, have the pupils paint or draw pictures of the service station.

SUMMARY:

Pupils will review what was learned on the trip thus telling what they enjoyed about it and how they would or would not like to own or not like to own or work at a service station.

ASSESSMENT PROCEDURES:

Teacher observation of participation in above activities and a quick oral quiz, such as:

Naming a service that the service station attendant
provides that help us to see out of the windows and
we do not pay for it. (wipe the front and back windows)

WORK WATCHERS

DOMAIN: Career Awareness

CONCEPTS: There is an interdependence among members of society.

PERFORMANCE OBJECTIVES:

1. Pupil names the worker's occupational title.
2. Pupil associates the tools or work-related objects with the worker.

LESSON TIME: At the discretion of the teacher

GRADE LEVEL: Kindergarten

CURRICULUM AREA:
Language Arts
Social Studies

NEW VOCABULARY: (To be developed).
List of workers seen on World of Work trip.
List of tools or work-related objects seen.

work worker tools

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Engaging in informal conversations with his teacher and classmates.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Page 19-21.

Speaking with confidence before a group.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 30-33

Understanding oral explanations.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Auditory Discrimination; Pages 67-69.

Understanding that names are used to identify people, places objects and actions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Concept Building And Classifying: Pages 143-145

Understanding that a general classification can be used to identify people, places, and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two, Concept Building And Classifying; Pages 149-160.

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS:
Knowing the meaning of most words used by pupils of his age and using them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Levels One and Two: Extending Vocabulary; Pages 165-169

SOCIAL STUDIES:
Becoming aware of the immediate neighborhood.
Goals And Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood and the Community;
Concept A; Activities A1-A5: Page 34.

Becoming aware of workers in the community.
Goals And Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood and the Community;
Concept C; Activities C1-C16; Pages 37-39

RESOURCES REQUIRED

Found Within the Lesson	Teacher Acquired
	9 x 12 drawing paper crayons scissors masking tape rulers or pencils carton or box for puppet

TEACHER PREPARATION TASKS:
Plan a schedule for a series of World of Work trips in the neighborhood. Check with various companies to find out when certain workers will be in the area.
Suggestions:

1. Southwestern Bell Telephone
2. Union Electric Company
   316 North 12th (621-0711)
3. Laclede Gas Company
   720 Olive (621-6960
4. City of St. Louis
   a. Refuse Collection Division
      4100 South 1st Street (353-8877)
   b. Forestry Division, Department of
      Parks, Recreation and Forestry
      5600 Clayton Road (535-4111)

Enlist the help of pupils in finding out when certain workers are working in the area. (Pupils can tell when they see workers in the neighborhood)

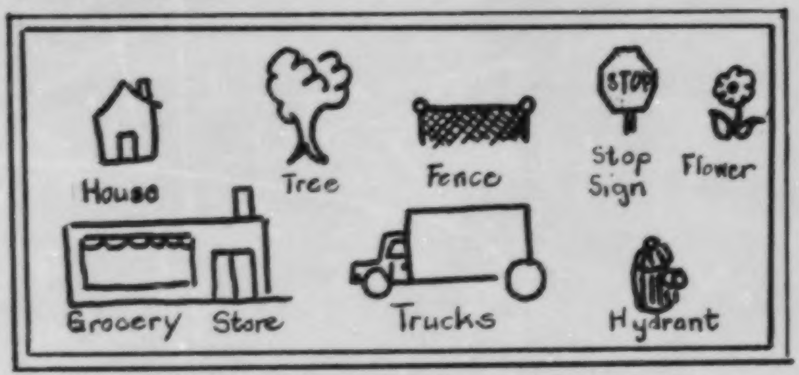
INSTRUCTIONAL PROCEDURES:

INTRODUCTION:
Have the pupils discuss and define work, worker and tools. Encourage pupils to talk about the work that they do and the tools or work related objects they use when doing various activities such as sweeping, dusting, emplying trash and etc.

TASKS:
Have the pupils take a walk in the neighborhood. Encourage the pupils to notice everything and talk to the workers seen, if possible.

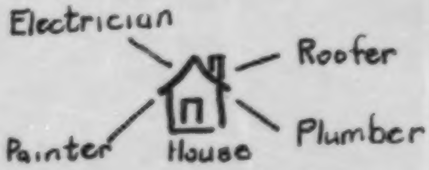
After returning to school, have the pupils name the workers they saw and talked with on their trip. As the pupils name the workers, list them on the chalkboard. Then have the pupils name the objects they saw. As they name them, the teacher may wish to illustrate them and write the name of the object.

Example:


House
Tree
Fence
Stop Sign
Flower
Grocery Store
Trucks
Hydrant

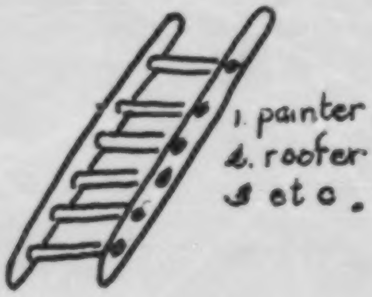
Allow the pupils time to brainstorm. Then have them name the workers who must have worked there even though the he or she was not seen.

Example:


Electrician
Roofer
Painter
House
Plumber

Have the pupils identify the tools or work related objects of the workers seen. The teacher may wish to illustrate the tools or objects on the chalkboard and have the pupils name the workers who use the tool

Example:


1. painter
2. roofer
3 etc.

INSTRUCTIONAL PROCEDURE:

Have the pupils role play and act out their favorite worker or what they want to be. While one pupil acts out an occupation, let the others guess what kind of job the workers is doing.

Let the pupils draw a picture of a particular worker that he or she would like to be, cut it out and tape it to the back of a ruler or a pencil. Turn a table on its side or, use a puppet stage (if available); choose a pair of pupils to come up and talk about their chosen career.

SUMMARY:

Hopefully the pupils will become aware of workers in their own neighborhoods.

ASSESSMENT PROCEDURE:

Teacher-constructed oral test in which pupils will name the workers who use certain tools or who are associated with certain objects.

Saint Louis Public Schools   Career Education Project

WORKERS WITHIN OUR SCHOOL

DOMAIN: Self Awareness And Career Awareness

Concept: All persons have dignity and worth. (It is the worker, including his attitudes and the way he does his work, who brings dignity to the job.)
There is an interdependence among members of society.
Occupations exist for a purpose.

Sub Concepts:
1. There a variety of occupations in the schools.
2. The performance of tasks by each worker in the school is a part of an effective group relationship.
3. School meets the needs of the community.

PERFORMANCE OBJECTIVES:

1. Pupil identifies and describes at least four workers in the school by name and occupation.

2. Pupil identifies the rooms and teacher near his or her classroom.

3. Pupil identifies the tools or work-related objects used by each worker in the school.

4. Pupil explain how the division of work makes each worker responsible to one another

LESSON TIME: At the Discretion of the Teacher.

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:
Language Arts
Mathematics
Social Studies
Science

NEW VOCABULARY:
work
bucket
mop
broom
stethescope
band-aid
tool
book
desk
chalk
thermometer
cotton
typewriter
eraser
chair
pencil
stenographer's pad
guaze

WORKERS WITHIN OUR SCHOOL

NEW VOCABULARY: Cont'd

worker
Principal
Custodian
Librarian
Doctor
Patrol Boy
Teacher Aide
Teacher
Secretary
Nurse
Matron
Bus Driver
Patrol Girl
Physical Education Teacher
Art Teacher
Administrative Assistant
Crossing Guard
Truck Driver
Security Guard
Music Teacher

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS:

Taking part in group discussions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 19-21.

Speaking with confidence before a group.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language: Pages 26-30.

Using sentences to express, thoughts, feelings and ideas.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 30-33.

Understanding that names are used to identify people, places objects and actions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Concept Building and Classifying; Pages 143-145.

Understanding that a general classification can be used to identify people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building and Classifying; Pages 149-160.

Understanding that a direction or a position, or both are needed to locate people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building and Classifying; Pages 161-163.

Knowing the meaning of most words used by pupils of his age and using them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Level One and Level Two: Extending Vocabulary; Pages 165-169

MATHEMATICS:

Counting from one to ten.

SOCIAL STUDIES:

Understanding the following concepts:
School is a place with identity, structure, and people.
Goals and Guidelines; Social Studies in the Primary;
Unit 3: A Healthy School Image; Activities
A1 - A35; Pages 20-26

PREREQUISITE KNOWLEDGE: Cont'd

SOCIAL STUDIES:
School is a place of learning.
Goals and Guidelines; Social Studies in the Primary;
Unit 3: A Healthy School Image;
Activities B1-B3; Pages 26-27

School is a place of rules.
Goals and Guidelines; Social Studies in the Primary;
Unit 3; A Healthy School Image; Activities
C2-C3; Page 28.

SCIENCE:
Understanding that Crossing Helpers aid in keeping us safe (patrol boys).
Curriculum Guide For Science;
Grade 8; Unit V; Concept D 1; Page 11.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Worksheets	Resource person - (See the names of the workers listed in the section under NEW VOCABULARY.) Books - Childcraft Volume X; What People Do. Teaching Pictures - School And School Helpers (David C. Cook Publishing Co.)

TEACHER PREPARATION:
Obtain simple tools or work-related objects used by the various workers in the school.
Construct a school building out of construction paper for a bulletin board and use the following caption below.

TEACHER PREPARATION: Cont'd

Make vocabulary cards. (Occupational Titles)
Materials needed: Blank flash cards and magic markers or crayons

Make up simple riddles that tell what a specific worker does in the school for the pupils to use to play a game called GUESS WHO? Example:

Mr. or Ms.____________________ works at our school.
name of the worker

____
(He or She)

is a good helper.
He unlocks the doors.
He keeps our school clean.
He helps our teacher.
He helps us.
He gets money for doing this work.
Who am I thinking of?

INSTRUCTIONAL PROCEDURES:

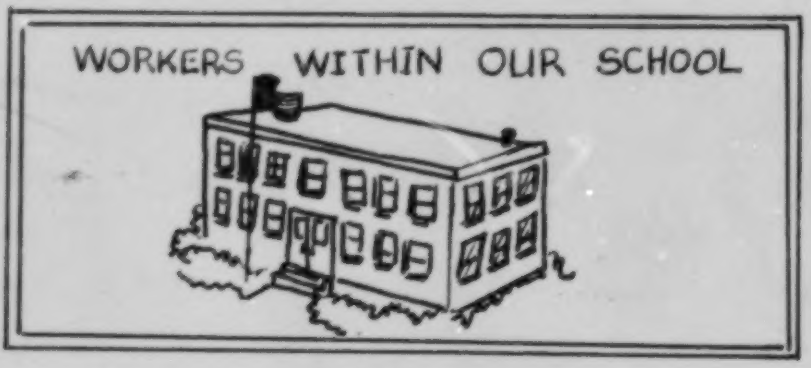
INTRODUCTION

Set the pupils around the bulletin board displaying a school building; discuss the term "worker". Below are some pertinent questions that may be used in clarifying the term.

1. What is a worker?
2. Who is a worker?
3. Who can be a worker?
4. Are there workers in our school?

As the pupils name the workers in the school, present the teaching pictures and flash cards with the occupational titles on them. Let the pupils identify a school worker by his or her family name. The pupil who can identify the worker should be allowed to pin the teaching picture and flash card on the bulletin board.

Example:



INTRODUCTION

Assist pupils in formulating rules for touring the building.

Example:

1. Follow the leaders.
2. Stay in line or with a partner.
3. Walk on the right side of the halls.
4. Walk quietly.
5. Listen to your worker.

Visit each school worker in his or her work areas, i.e. the boiler, lunchroom, principal's office, classrooms and others. If room mothers, or upper grade pupils are available, the pupils may make their visitation in small groups to each worker (or the small groups may rotate for on site visits.) Count the rooms on each floor. Identify the workers by names, occupational titles, and work areas.

After discussing observations, invite school workers to tell the pupils about their work. Assist pupils in setting up standards in their own language for a good interview.
Some suggestions for interviewing are listed as follows:

1. Greet the person politely.
2. Introduce yourself.
3. Ask questions for information.
    a. What do you do?
    b. What did you learn in school to help you do your work?
    c. How do you help others? What would happen if you didn't do your job?
    d. Do you like your work?
    e. Do you work inside or outside the building?
    f. What did you do to get the job?
    g. What tools do you need to do your job?
    h. Do you wear a special kind of clothing on the job? (uniform)
    i. What are some of the things that you do in your leisure time?
4. Listen and Remember!

Play the game "GUESS WHO", alternating with riddles and various tools or work related objects listed in NEW VOCABULARY. Divide the pupils into two teams. The teacher will read the riddle or show the tools and have each team identify a worker by name and job title. The team who is awarded the most points is the winner.

Provide pupils an opportunity for work experience. Make a helpers chart designating the duties which will help pupils in the room. Operate more efficiently and effectively as a team.

INSTRUCTIONAL PROCEDURES: Cont'd

SUMMARY:

Allow the pupils to discuss, identify and review the various occupations in the school, emphasizing how these workers contribute to the well-being of the pupils.

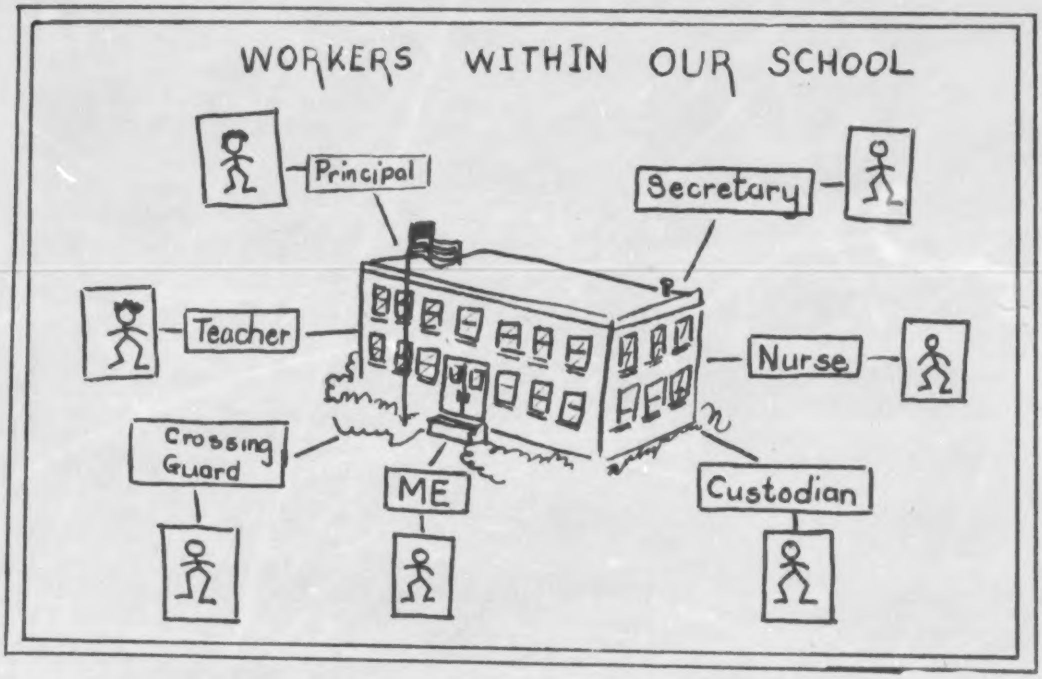
SUPPLEMENTAL ACTIVITIES:

Refer to activities given in *Goals and Guidelines:* Social Studies In The Primary.

Use Worksheet # 1 and 2 (Teacher judgement)

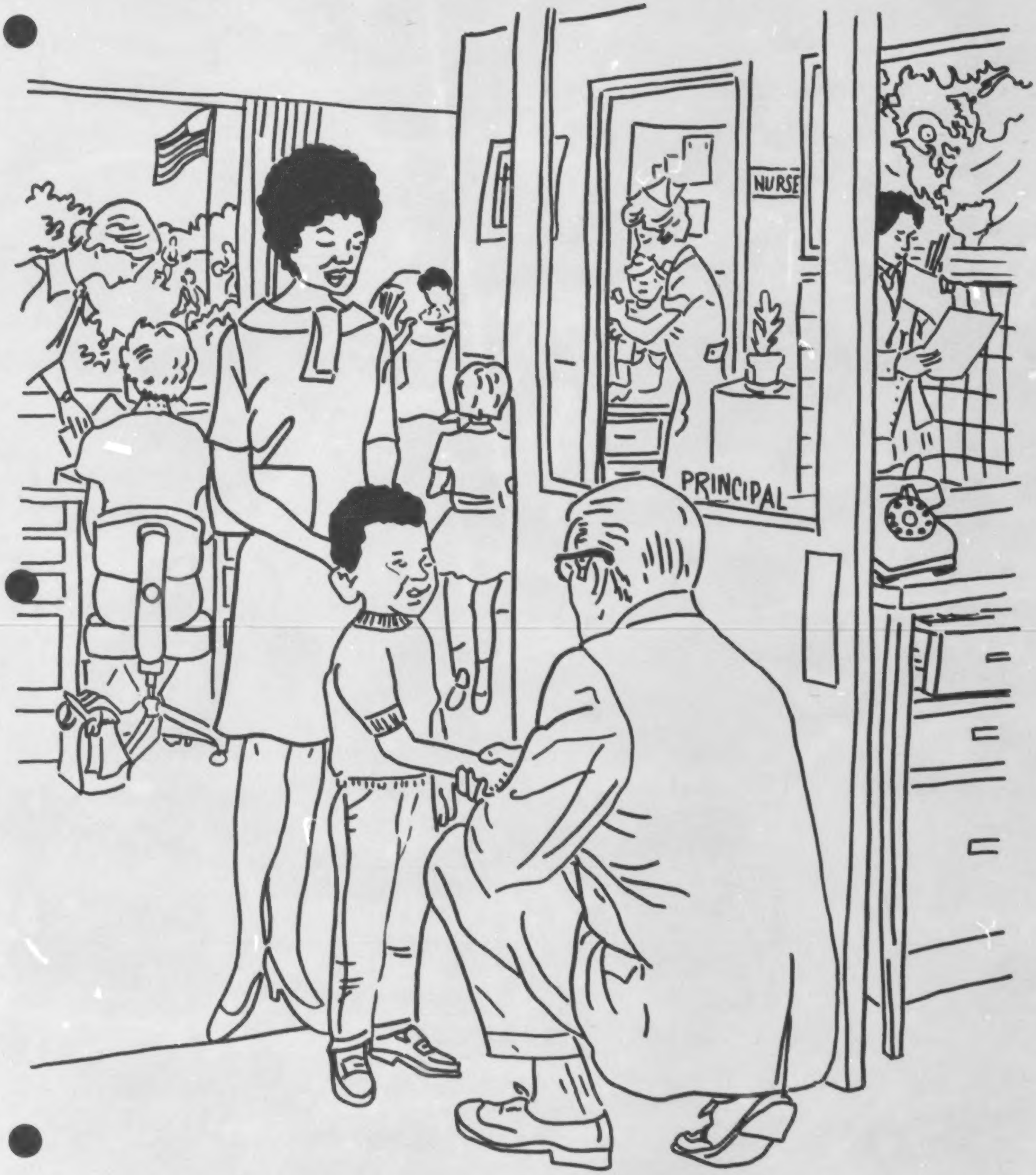
ASSESSMENT PROCEDURES

Use Worksheet # 3. Have the pupils draw a line under the tools that the workers uses when doing his job at school.


WORKERS WITHIN OUR SCHOOL
Principal
Secretary
Teacher
Nurse
Crossing Guard
ME
Custodian

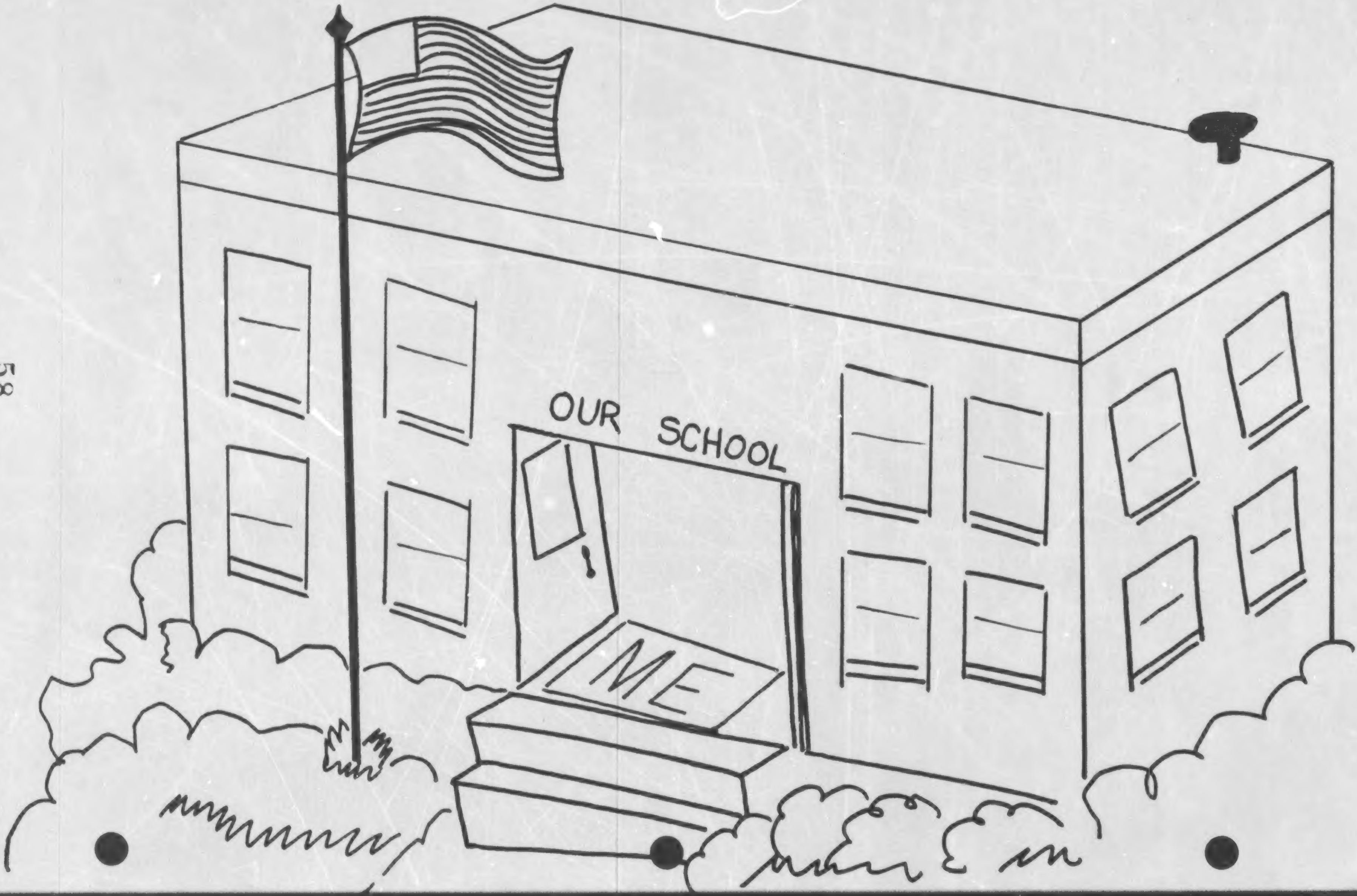
WORKSHEET # 1

Identify the workers and draw a line under each worker that you know.


NURSE
PRINCIPAL

WORKERS WITHIN OUR SCHOOL
WORKSHEET # 2

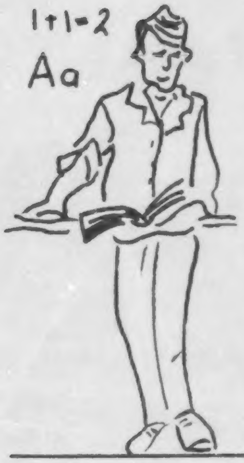
DIRECTIONS: Draw a picture of a worker in each window of the school. Draw a picture of yourself in the doorway.

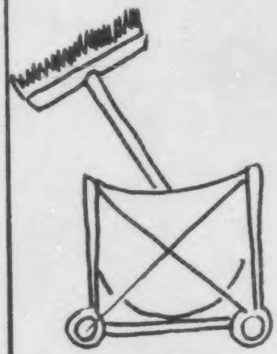


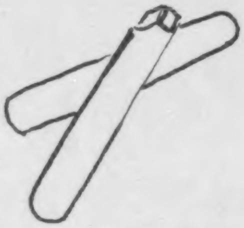
WORKSHEET # 3

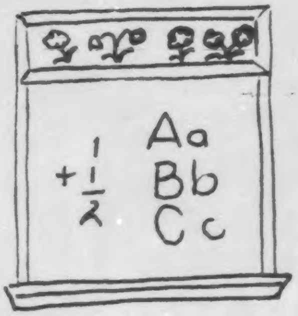
Draw a line under the tools used by the worker in each row.

Teacher

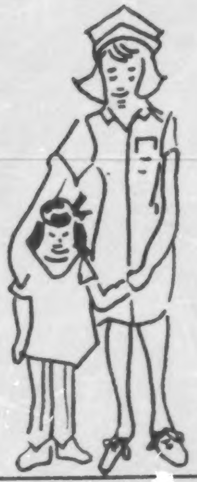


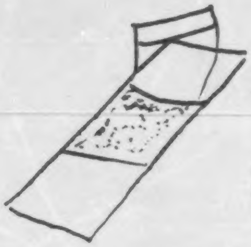


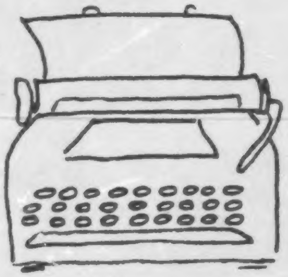


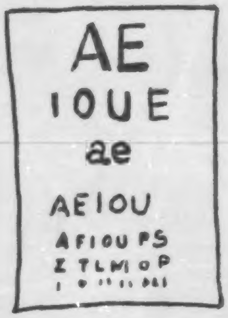


Nurse

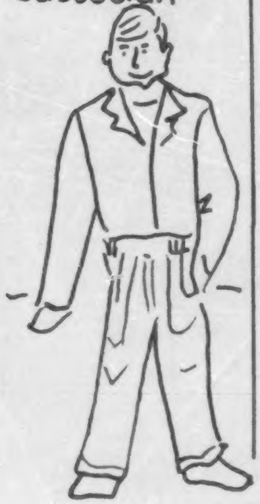


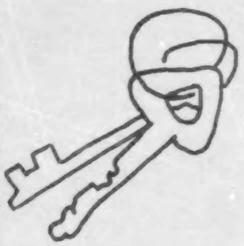


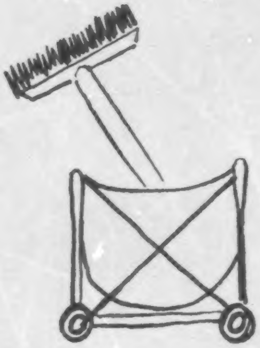


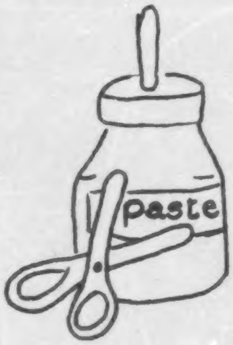

AE
IOUE
ae
AEIOU
AFIOU PS
Z TLMI O P

Custodian

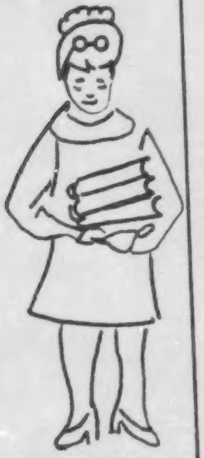


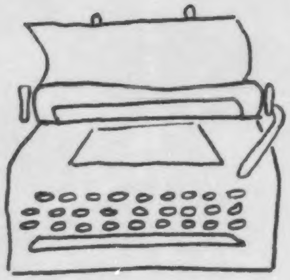


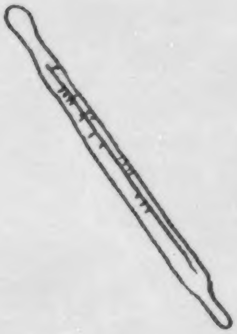


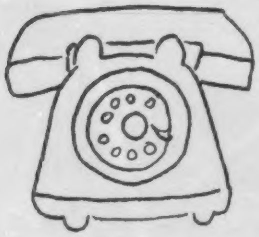


Secretory





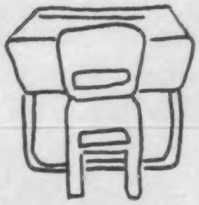


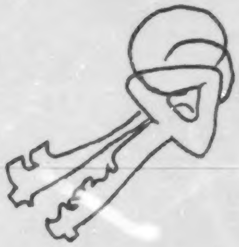


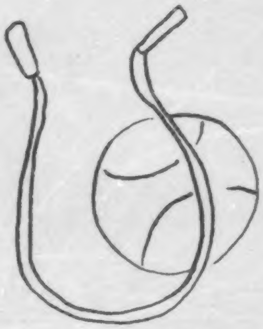
ME

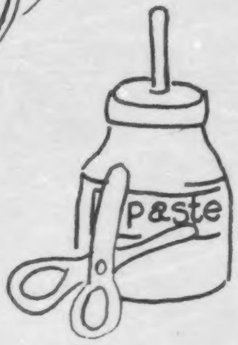
(Draw a picture of yourself.)

Draw a circle around the tools that you use in school.









WORKERS WHO SELL US FOOD

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub-concepts:

1. Many occupations are an outgrowth of the needs of the members of a community.
2. Many places of business in a community which sell food are familiar to and desired by the community.

PERFORMANCE OBJECTIVES:

1. Pupil explains orally some of the qualifications and responsibilities of workers in a grocery store.
2. Pupil distinguishes between different types of stores which sell food.
3. Pupil understands the importance of a grocery store in our society.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:

Language Arts
Social Studies
Music
Art

NEW VOCABULARY: (To be developed.)

names of ruits
names of vegetables
fruit market
diet
packaged foods
frozen products
dairy products
cereal
scale
weigh
weight
dozen
register
check out counter
checker
grocer
butcher
storekeeper
farmer

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Taking part in group discussions.
CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN;
Level One: Oral Language; Pages 19-22.

Speaking with confidence before a group.
CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN;
Level Two: Oral Language; Pages 26-30.

Using sentences to express thoughts, feelings and ideas.
CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN;
Level Two: Oral Language; Pages 30-33.

PREREQUISITE KNOWLEDGE: (cont'd.)

Understanding that names are used to identify people, places, objects and actions.
CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN;
Level One: Concept Building and Classifying; Pages 143-145.

Understanding that a general classification can be used to identify people places and things.
CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN;
Level Two: Concept Building and Classifying; Pages 149-160.

Understanding that a direction or a position, or both, are needed to locate people, places and things.
CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN;
Level Two: Building and Classifying; Pages 161-163.

Knowing the meaning of most words used by children of his age and using them in everyday conversation.
CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN;
Levels One and Two: Extending Vocabulary; Pages 165-169.

SOCIAL STUDIES
Becoming aware of workers in the community.
GOALS AND GUIDELINES: Social Studies In the Primary;
Unit 4: The Neighborhood and the Community;
Concept C; Activities C1-C16; Pages 37-39.

Becoming aware of places in the community.
GOALS AND GUIDELINES: Social Studies in the Primary;
Unit 4: The Neighborhood and the Community;
Concept B; Activities B1-B10; Pages 35-36.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Teaching pictures Community and Home Helpers Resource Sheet #5 (David C. Cook Publishing Co.) Language Kit A - Unit 10, Pages 170-190 **Books** T.A.E. Level 1S, *I Like* *I Want to be a Storekeeper,* by Carla Greene **Songs** *Our First Music,* Page 53 - At the Grocery Shop

RESOURCES REQUIRED: (cont'd.)

Found Within the Lesson	Teacher Acquired
	Songs (cont'd.) *Music for Young America*, Page 27 - The Delivery Boy Collection of magazines, newspapers. FS 659-179 *Shopping for Groceries* SFS 771-463 *Supermarket Workers* SP 867-405 *Supermarket Helpers*

TEACHER PREPARATION:

Plan and arrange World of Work trips to the grocery store, supermarket, confectionary, and public market.
Acquire books from the school and public libraries.

Enlist the help of pupils in collecting magazines, newspapers, etc.
Invite worker to talk with pupils.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Begin with the presentation of the study prints, teaching pictures, or a filmstrip (teacher's choice). Encourage the pupils to share their experiences in a group discussion. The following questions may be used as a guide.

Where do we buy the food we eat?
How many different stores does mother go to?
How does mother know where to find the cereal? Dairy products? Fresh fruits and vegetables? Meat? etc.?

TASKS

Use Language Kit A, *Community and Home Helpers*, Resource Sheet #5, and *I Want to be a Storekeeper* by Carla Greene, as guides for preparing pupils for what to look for on World of Work trips.

Take a World of Work trip to the Soulard or Union Markets and allow children to purchase fresh fruits and vegetables. Upon return to school, let the pupils prepare the fruits and vegetables for a Tasting Party; after sampling the foods, the pupils can describe how various foods taste, such as salty, sour, sweet, and bitter.

Using the story, I Like, in the Level 1S book as a resource, let the pupils cut out pictures of their favorite foods from magazines. Label the pictures and compile them into a Foods We Like book.

INSTRUCTIONAL PROCEDURES:

TASKS (cont'd.)

Have the pupils dictate group experience stories about their trips and the workers.

Let the pupils make a mural depicting the different types of stores or markets and the workers who sell food. When completed the teacher may label the workers and stores.

Have the pupils play the game, Name My Trade, in which the teacher gives a clue naming a product or a kind of store and pupils guess the name of the worker. As pupils become familiar with the format of the game, let them supply the clues.

SUPPLEMENTAL ACTIVITIES:

Write a story on the chalkboard.
Teach songs during music time.
Build a grocery store with products (empty cans and cartons) brought from home.

SUMMARY

The pupil will understand the need for a place where the family can buy the food wanted and the workers involved in selling food in the following places:

1. Supermarket
2. Small neighborhood store
3. Fruit market in city
4. Fruit and vegetable stand along highway
5. Soulard's Public Market
6. Union Market

ASSESSMENT PROCEDURES:

Teacher-constructed test in which pupils will express orally information learned about the places where food is purchased and workers who sell us food.

Saint Louis Public Schools Career Education Project

THE LIBRARIAN

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil recognizes a library as a place in the community which provides services.
2. Pupil tells orally what a librarian does for people in the community.
3. Pupil shows evidence of caring for books properly.

LESSON TIME: 15-20 minutes for lesson
15 minutes for talking at school by librarian
75 minutes for trip to library

GRADE LEVEL: Kindergarten

CURRICULUM AREAS: Social Studies
Language Arts
Music

NEW VOCABULARY:

library card
tour (of library)
shelves
lend
library
librarian
check-out
check-in
due date
title
fine
call number
author

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Expressing his ideas orally.

Speaking clearly and with confidence to a group.

Expanding and extending his vocabulary.

SOCIAL STUDIES
Being aware of workers in the community.
Goals And Guideline; Social Studies In The Primary;
Unit 4: The Neighborhood and The Community;
Activities C10 and C12; Pages 38-39.

Being aware of contribution by Black people to community.
Curriculum Guide And Resource Book; Integrating Black Studies Into The Kindergarten And Primary Grades Pages 68-69.

RESOURCES REQUIRED:
School and School Helpers - Resource Sheet # 8
My Community - Resource Sheet # 5
Song-Singing Fun Page 54 "The Library Lady"

THE LIBRARIAN

TEACHER PREPARATION:

Invite the neighborhood librarian to come to class to talk to pupils. Make appointment to visit the Public Library or a branch. Obtain applications for library card and have parents fill out information before making World of Work Trip.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Begin by presenting information on the resource sheet and pictures about the librarian to the pupils. Ask pupils if anyone knows what occupation the pictures show. Talk about the librarian, presenting the printed word for the title of the occupation as well as the printed word for other work-related objects in the picture.

TASKS

Visit a neighborhood library and obtain a library card for each pupil. Upon returning to school, discuss with pupils the activities observed. Talk about the place where the librarian works and what they saw him or her do.

Invite a librarian to school to talk with the pupils about his or her work. Find out why the librarian chose that particular job, what he or she likes or dislikes about the job.

Encourage pupils to dictate experience stories to the teacher using such titles as "Our Trip To The Library," "My Friend The Librarian," "How We Act At The Library," or "How To Take Care Of Books."

Allow the pupils to set up a class library. Taking into consideration the academic skills of this level, allow the class to determine the rules for their library and method of how to group their books.

Example:

Animal Stories	Stories About Me
Stories About People	Stories About Workers

Pupils should demonstrate the correct way of caring for books when using books in their classroom.

SUMMARY:

Review all the librarian has told pupils and all that was seen at the library.

SUPPLEMENTAL ACTIVITIES:

Have the pupils draw pictures of a story they enjoyed and learn songs during music time.

ASSESSMENT PROCEDURES:

Teacher observation of pupils participation in the above activities.

Saint Louis Public Schools   Career Education Project

WORKERS WHO HELP US TRAVEL
(The Bus Driver)

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil recognizes a bus driver.
2. Pupil tells what a bus driver's jobs are.
3. Pupil talks about safety on the school bus.

LESSON TIME: 20-25 minutes

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:

Language Arts
Social Studies
Music
Art

NEW VOCABULARY: (To be developed)

map
route
building
chauffer's license
worker
fare
license plate
stop sign
electric traffic signal
bus driver

PREREQUISITE KNOWLEDGE:

LANGUAGE

Engaging in informal conversations with his teacher and classmates.
Curriculum Guide In Language Arts for Kindergarten;
Level One: Oral Language; Pages 15-17.

Taking part in group discussions.
Curriculum Guide In Language Arts for Kindergarten;
Level One: Oral Language; Pages 19-21.

Speaking with confidence before a group.
Curriculum Guide In Language Arts for Kindergarten;
Level Two: Oral Language; Pages 23-24.

Using sentences to express thoughts, feelings and ideas.
Curriculum Guide In Language Arts for Kindergarten;
Level Two: Oral Language; Pages 26-30.

Comprehending and following a single oral direction.
Curriculum Guide In Language Arts for Kindergarten;
Level One: Auditory Discrimination; Pages 44-47.

PREREQUISITE KNOWLEDGE: (cont'd.)

Understanding oral explanations.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Auditory Discrimination; Pages 67-69.

Understanding that names are used to identify people, places, objects and actions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Concept Building and Classifying; Pages 143-145

Understand that general classifications can be used to identify people, places, and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building and Classifying; Pages 149-160.

Understanding that a direction or a position, or both are needed to locate people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building and Classifying; Pages 161-163.

Knowing the meaning of most words used by children of his age and using them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Levels One and Two: Extending Vocabulary; Pages 165-169.

SOCIAL STUDIES

Becoming aware of places in the community.
Goals and Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood and the Community;
Concept B; Activities B1-B10; Pages 35-36.

Becoming aware of workers in the community.
Goals and Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood and The Community;
Activities C1-C16; Pages 37-39.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Reference Sheet 1	Teaching Pictures *School and School Helpers* (David C. Cook Publishing Co.) Resource Sheet #11 Language Kit A, Unit XIII FS 164-117 *Buses That Serve the Community* Music *Music For Young Americans*: The Horn On the Bus, Page 34 *Our First Music*: On the Bus, Page 53. Construction Paper - Problem Cards Fasteners

TEACHER PREPARATION:

Plan and make arrangements for a bus driver to talk to pupils in a group.

INSTRUCTIONAL PROCEDURES:

(The following lesson may be used with pupils when making a World of Work visit to any site by bus.)

TASKS

Have the pupils discuss the means of travel to a site and the worker who is responsible for getting them to the site. The following questions may be used.

Suggestions:

How will we get to the site? Who will drive the bus?
What must he know to be able to drive a bus?
Why do some school busses have seat belts?
How do school busses help city pupils?
Have you ridden on a bus before?
Do you pay a fare to ride on the bus?
How can you help the bus driver?
Tell about your trip on a bus.

Utilizing Resource Sheet #11, emphasize the skills that the bus driver must have such as: being able to pass the driving test; being able to read maps and signs; understanding traffic signals, etc.

Have the pupils make a World of Work site visit, allowing enough time for the bus driver to be interviewed.

Have the pupils share other experiences they have had riding busses. Let them role play a bus scene utilizing Reference Sheet No.1, singing the song and performing the actions.

SUPPLEMENTAL ACTIVITIES:

Have the pupils view and discuss the films. (See Resources Required.)

Have the pupils draw pictures about their experiences on the bus and dictate group stories.

Let pupils learn songs about the bus or bus driver during Music time.

Teacher reads about HATS, which various workers in our city and community wear.

Have pupils dictate a story about busses and draw pictures. Pupils can dramatize riding on a bus: have a bus driver and pupils riding on school bus.

The pupils may print on lined sentence strips the sentence, "We are quiet on the bus" and then draw a picture of a Yellow School Bus.

SUPPLEMENTAL ACTIVITIES: (cont'd.)

The pupils may make hats from construction paper and use paper fasteners to hold the hats together. Teacher will print on a problem card the name of the community or city worker who the pupil wants to portray. The pupil fastens the problem card to their paper hat.

SUMMARY:

Review and discuss orally what pupils have learned.

ASSESSMENT PROCEDURES:

Teacher observation and judgment.

Reference Sheet No. 1

ALL THROUGH THE TOWN

(Unable to trace the source)

Sing to the tune of "Here We Go Around The Mulberry Bush."

1. The people on the bus
Go up and down,
Up and down
Up and down.
The people on the bus
Go up and down,
All through the town.

2. The money on the bus
Goes jing a ling a ling
Jing - a - ling - a - ling,
Jing - a - ling - a - ling
The money on the bus,
Goes jing - a - ling - a - ling
All through the town.

3. The driver on the bus
Says, "Step right back.
Step right back,
Step right back."
The driver on the bus
Says, "Step right back,"
All through the town.

4. The wheels on the bus
Go round and round,
Round and round,
Round and round,
The wheels on the bus
Go round and round
All through the town.

5. The windshield wipers
Go swish, swish, swish
Swish, swish, swish,
Swish, swish, swish.
The windshield wipers
Go swish, swish, swish,
All through the town.

6. The driver on the bus
Says, "Watch your step.
Watch your step.
Watch your step."
The driver on the bus,
Says, "Watch your step,"
All through the town.

Saint Louis Public Schools   Career Education Project

THE GARDENER

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil recognizes a landscape gardener or groundskeeper.
2. Pupil identifies ways to keep our parks clean and beautiful.
3. Pupil identifies the changes and growth of various plants during the year.

LESSON TIME: (At the discretion of the teacher)

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:

- Language Arts
- Social Studies
- Science
- Music
- Art

NEW VOCABULARY:

- landscape gardener
- groundskeeper
- green house
- bugs or insects
- exercise
- hoe
- spade
- rake
- buds

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

The pupil participating in informal conversations with teacher and classmates.
Curriculum Guide In Language
Arts For Kindergarten

Speaking with confidence before a group.
Curriculum Guide In Lanugage
Arts For Kindergarten

Understanding that names are used to identify people, places, objects and actions.
Curriculum Guide In Language
Arts For Kindergarten

Understanding that a direction or a position, or both, are needed to locate people, places and things.
Curriculum Guide In Language
Arts For Kindergarten.

PREREQUISITE KNOWLEDGE: Cont'd

SOCIAL STUDIES:
Being aware of workers in the community.
Goals And Guidelines; Social Studies in the Primary;
Unit 4: The Neighborhood And The Community:
Concept C; Pages 37-39.

SCIENCE:
Describing plants in terms of their shape, texture, color or absence of color.
Curriculum Guide For Science;
Unit 2: Characteristics of Living Things;
Concept C; Page 7.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Reference Sheet # 1 Little Seeds (song)	Study Prints Keeping the City Clean and Beautiful 867-408 Audiovisual Services Films: Trees Grow 653-153 Audiovisual Services Books: The Kindergarten Book A Little Seed (Song) Page 103.

TEACHER PREPARATION:
Acquire the instructional material listed under Resources Required. Enlist the aid of the pupils in collecting gallon jars, soil, peat moss, grass and corn seeds. (Task #)

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:
Begin a group discussion which will clarify the pupils' concept of a neighboring park. The following questions may be asked to stimulate their interest.

1. Is there a park near your home?
2. What can you do at the park?
3. How can you keep the park clean?
4. What signs of spring are visible in the park?

INTRODUCTION:

Present the study prints to the pupils. Ask if anyone knows what kind of job the study prints show. Talk about the specific job title and the obvious duties represented in the prints. The teacher may read the information to the pupils from the back of the study print. Then discuss with the class what the gardener actually does, thus encouraging the pupils to share their experiences of observing parents and people in the neighborhood caring for their yards.

TASKS:

Encourage the pupils to interview their parents and neighbors about gardening at home, bringing out where, why and when they perform these activities, and what tools are used. Permit them to form small buzz groups and talk about their findings... such as, where the gardener works, what he does each day and what he needs to know to do his job well.

Take a World of Work Walk in the neighborhood or area to see a gardener involved in a task. Let the pupils interview the worker. If this is not possible, invite a gardener with his tools and/or work-related objects to the classroom to serve as a resource person. Before the gardener arrives, assist pupils to formulate questions to ask him.

Example:

1. What do you do?
2. What tools do you use?
3. How do these tools help you?
4. What do you like about your job?
5. What is it that you do not like about your job?
6. Is it easy to get a job as a gardener?
7. What other things do you like to do when you are not gardening?
8. What can we do to help the gardeners keep our park beautiful?
   (Many language experience charts may be made).

The pupils may role play or pantomine typical tasks of the gardener such as hoeing, weeding, planting, spraying, watering and etc. Appoint one pupil to begin and have him pantomine a task (the teacher may assist in assigning the pupil a task to perform if he doesn't have one in mind). The pupil who identifies the task performed will act out another task.

If any props, tools, or work-related objects are accessible, let the pupils use them if they wish.

Allow the pupils to make miniature parks. Each pupil will take a gallon-sized, mayonnaise jar and place it on its side inside a cardboard lid which will absorb moisture. Let the pupils scatter a layer of good soil and peat moss inside the jar. Then sow the grass seeds and corn, and moisten the dirt well. After the seeds have grown to a height of one-half inch above the soil, let the pupils seal their jars with masking tape and the pupil can observe moisture forming as it waters the soil inside the jar.

INSTRUCTIONAL PROCEDURES: Cont'd

SUMMARY:

The pupils exhibit an awareness of gardeners working hard for personal fulfillment from such useful employment. A lot of effort, skill and energy is expounded in providing parks for the enjoyment of others and that we should not throw litter in parks or in our or our neighbor's yard.

SUPPLEMENTAL ACTIVITIES:

If there are vacant lots in the area which are eye-sores to the community, the pupils may plan and execute a way of beautifying the area...namely, using their knowledge of gardening to help beautify the area.

ASSESSMENT PROCEDURES:

Description:

Teacher observation of activities.

JOB JINGLES
(Nursery Rhymes)

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub-concept:
The presence of many occupations are the outgrowth of the needs of a person or persons in the community.

PERFORMANCE OBJECTIVES:

1. Pupil relates a career to a person, place or object in a select group of nursery rhymes.
2. Pupil tells in his own words why each occupation mentioned in the given nursery rhyme is needed.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten - Primary I

CURRICULUM AREA:
Language Arts

NEW VOCABULARY:

OLD MOTHER HUBBARD

baker - a person who makes or sells bread, pies, or cakes.
fruiterer - a person who sells or grows fruit.
fishmonger (fisherman) - a person who makes his living by catching and selling fish.
barber - a person whose work is cutting hair, shaving men, or trimming beards.
cobbler (shoe repairman) - a person whose work in mending or repairing shoes.
tailor - a man whose business is making, altering, or repairing clothes.
undertaker - a person who prepares the dead for burial and takes charge of funerals.
musician - a person who plays a musical instrument.
dancer - a person who dances.
jockey - a person who rides and animal, preferably a horse, as an occupation.
servant - a person who is employed by another.
homemaker - a woman who manages a home and its affairs.

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Kindergarten
Expressing his ideas orally, speaking with confidence to a group, speaking clearly and extending his vocabulary.
Identifying rhyming words and using a picture as a basic for discussion.
Enjoying stories and poems and being interested in books.

PREREQUISITE KNOWLEDGE:

Primary I

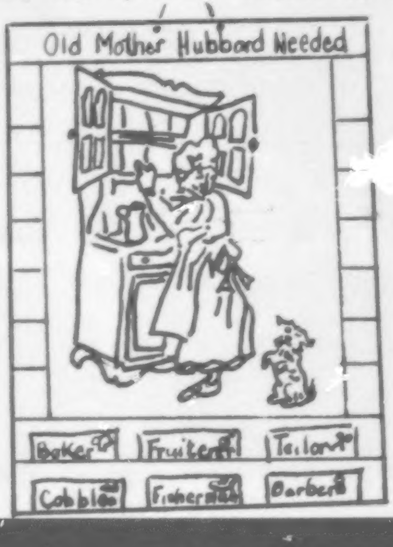
Reciting several rhymes or verses alone or with a group.
Knowing the meaning of most words used by the pupils of his age.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Reference I *Old Mother Hubbard* Game boards	*Childcraft* Volume I: Poems and Rhymes Rojankovsky, Feodor *The Tall Book of Mother Goose* Collection of pictures portraying nursery rhymes Friend (Ill.) *Mother Goose* Brown, Helen A. and Heltman, Harry J. *Read - Together Poems* Collect tools and/or work related objects for a bulletin board. Flash cards (3"x7") Magic markers (See new vocabulary) Pocket chart Resource persons (See new vocabulary) World of Work Trips (Optional) Shirt board Puncher Yarn

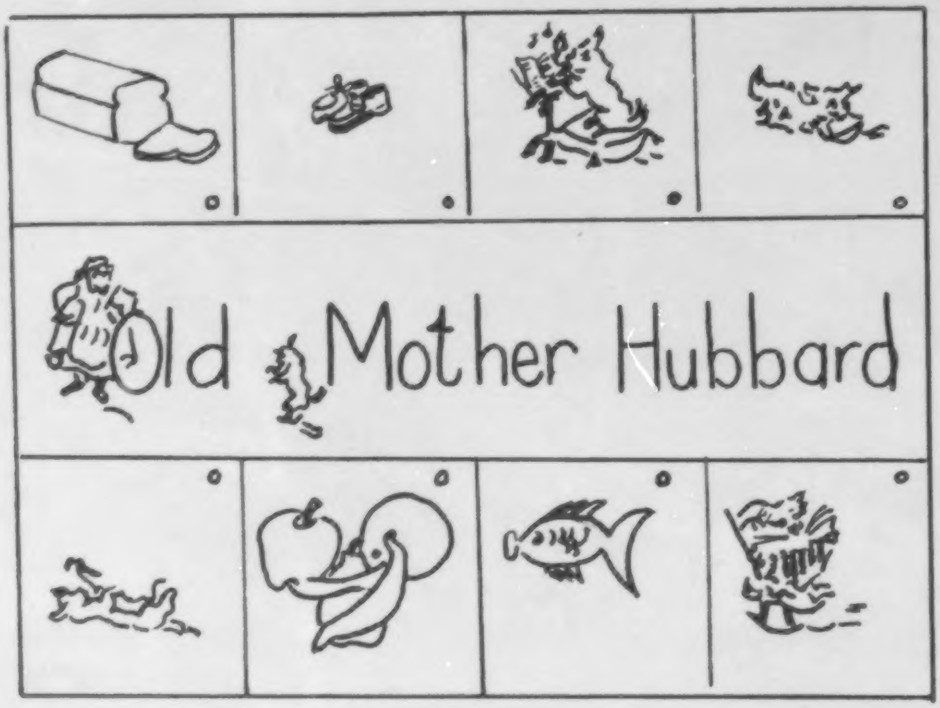
TEACHER PREPARATION:

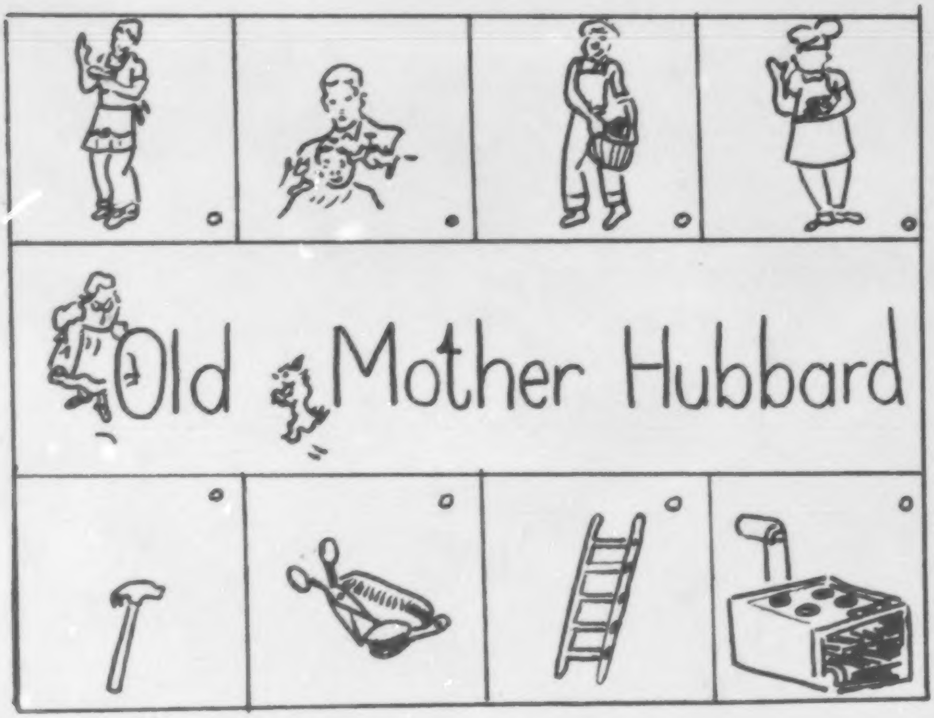
Display a picture of selected nursery rhyme.
Prepare 3"x7" flash cards with the name of the workers mentioned purposely or incidentally and symbols written on them.
Example:



TEACHER PREPARATION:

Make matching game cards on shirt boards. Divide the top and bottom of the card into four equal sections. Words or pictures are placed on the top row with corresponding answers on the bottom. Punch holes in each section. See examples, below:


Old Mother Hubbard


Old Mother Hubbard

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

The teacher says, "We are going to play a new guessing game today with one of our favorite nursery rhymes." Pointing to the picture displayed in the pocket chart, the teacher says, "This is Old Mother Hubbard.....who went to the cupboard. The teacher may read or recite the first verse of the rhyme and ask the following questions:

1. What was Old Mother Hubbard looking for?
2. Where did she look?
3. Did she find it?
4. Does she need the help of anyone to get something to eat for her dog?

TASKS

After stressing that many persons or workers are needed to help Old Mother Hubbard find her poor dog something to eat, continue to read or recite the next verse of the rhyme. The following questions may be used as a guide to open their eyes to the world of work.

1. Who can tell me one of the workers that Old Mother Hubbard visited for help?
   (Give the pupil the flash card with the workers job title on it and allow him to place it on the pocket chart.
2. What could they do?
3. Did they solve her problem?
4. Why?
5. Who knows what a ____________ does?
   (worker)
6. How does the ________________ help us?
   (worker)
7. Where would you find a ______________ working?
   (worker)
8. What are some of the tools he uses?

Continue the same format as above depending on the time allotted by the teacher, availability of a resource person, and/or World of Work field trip. Allow the pupils an opportunity, using string or yarn, to match the correct responses from the top to the bottom on the game boards.

SUMMARY

Have the pupils discuss how they depend on workers, at home, school or in the community. (Emphasize how the existence of many occupations serves the needs of the pupils, parents and people in the community).

Play the game, "What If", in which the pupils tell what would happen if......

1. we didn't have the trash collectors or sanitation worker to pick up the trash.
2. we didn't have the farmer to grow fruits and vegetables for us.
3. we didn't have the doctor to give us our shots to help us stay healthy.
4. we didn't have the mail carrier to bring us our mail.
5. we didn't have the policeman to protect us.
6. we didn't have the fireman to put out fires.
7. we didn't have the teacher to help us learn.

SUPPLEMENTARY ACTIVITIES:

Play the game "Do You Know Me?" The teacher selects a pupil to begin the game.

SUPPLEMENTARY ACTIVITIES (contd.)

He recites a verse in the selected nursery rhyme, but he does not pronounce the workers name. Instead, he pronounces the beginning sound or shows a flash card with the letter written on it that the occupation or career begins with. After reciting the verse, the pupil who was called upon to answer, must identify the worker, and describe some of his tools or work-related object.

If the pupil called upon fails to answer correctly, another pupil is called on. The first pupil who supplies the proper answers, becomes the next questioner.

Play the game "Tool Descripto." The teacher holds up a familiar tool or object used by a worker in order to elicit descriptive words such as "round," "heavy," "square," etc. The tool or work-related object is shown and the teacher asks, "What is it? What shape is it? Who uses it?"

Let the pupils take turns acting out the rhyme. Assign them parts and let them reproduce the activities of the workers. When the pupils imitate the actions of a worker, they begin to understand the meaning of work.

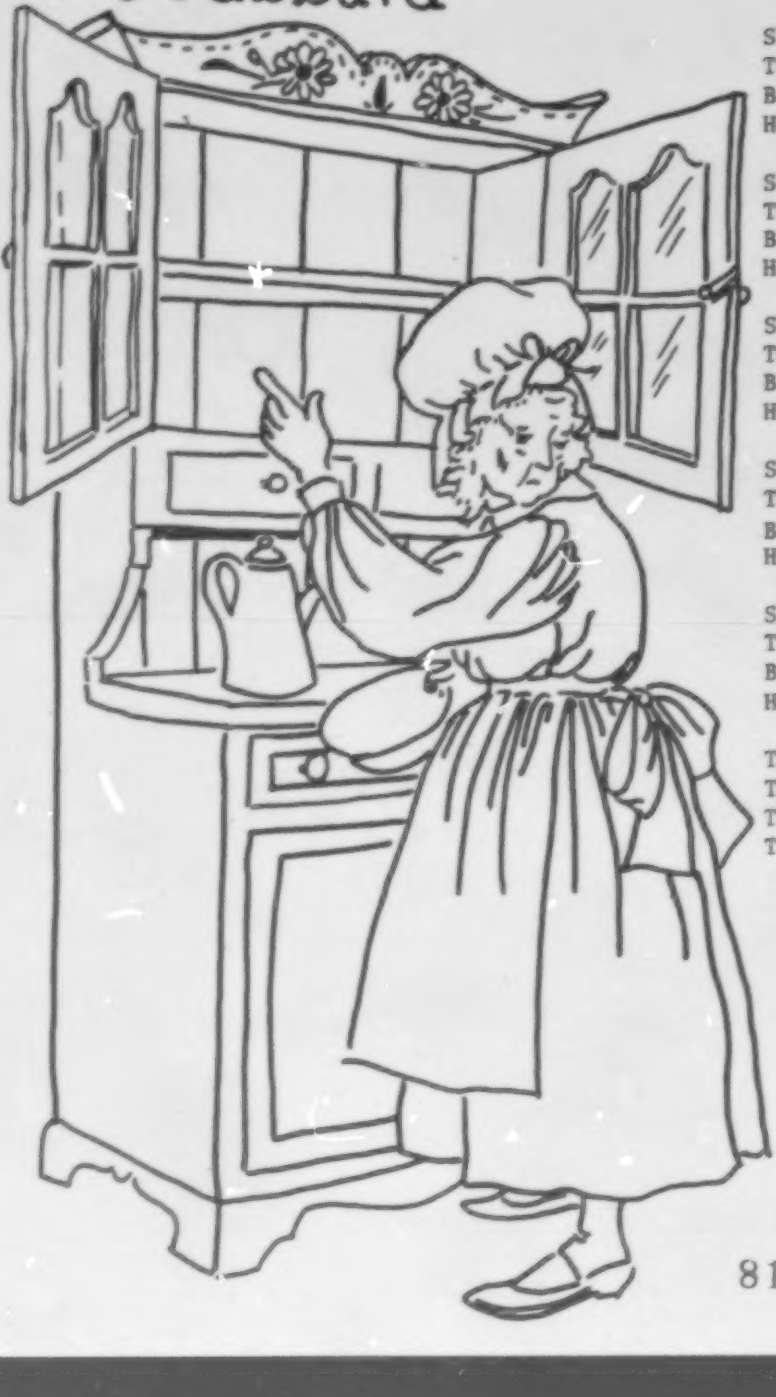
Using the same format, as mentioned above, use other nursery rhymes.

ASSESSMENT PROCEDURES:

Teacher observation in oral examination.

1. Pupils will match the characters in a rhyme to occupation.
2. Pupils will explain why the occupations in the rhyme were mentioned.

Old Mother Hubbard



Old Mother Hubbard
Went to the cupboard,
To get her poor dog a bone;
But when she got there,
The cupboard was bard,
And so the poor dog had none.

She went to the baker's
To buy him some bread,
But when she came back,
The poor dog was dead.

She went to the fruiterer's
To buy him some fruit,
But when she came back,
He was playing the flute.

She went to the fishmonger's
To buy him some fish,
But when she came back,
He was licking the dish.

She went to the barber's
To buy him a wig,
But when she came back,
He was dancing a jig.

She went to the cobbler's
To buy him some shoes,
But when she came back,
He was reading the news.

She went to the tailor's
To buy him a coat,
But when she came bac,
He was riding a goat.

The dame made a curtsy,
The dog made a bow;
The dame said, "Your servant,"
The dog said, "Bow-wow."

Saint Louis Public Schools Career Education Project

WORKERS IN OUR SCHOOL NEIGHBORHOOD
(Construction Workers)

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil identifies the different kinds of workers involved in construction work.
2. Pupil describes orally the duties performed by at least workers.
3. Pupil identifies some of the tools and work related objects used by the workers.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten

CURRICULUM AREAS:
- Language Arts
- Social Studies
- Music
- Art

NEW VOCABULARY: (To be developed)
(List of construction workers)

- carpenter
- painter
- brick layers
- architects
- contractors
- plumbers
- pipefitters
- ironworkers
- plasterers
- heavy equipment operators
- electricians
- surveyors

- construction
- crane
- power shovel
- dump truck
- bulldozer
- cement or concrete mixer
- pile driver
- lumber
- ladder
- drill
- steel beam
- framework
- excavate
- excavation

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Engaging in informal conversations with teacher and classmates.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 15-17.

Taking part in group discussions
Curriculum Guide In Language Arts For Kindergarten;
Level One: Oral Language; Pages 19-21.

Speaking with confidence before a group.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 26-30.

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS

Using sentences to express thoughts, feelings and ideas.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Oral Language; Pages 30-33.

Understanding oral explanations.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Auditory Discrimination; Pages 67-69

Understanding that names are used to identify, people, places, objects and actions.
Curriculum Guide In Language Arts For Kindergarten;
Level One: Concept Building And Classifying; Pages 143-145.

Understanding that a general classification can be used to identify people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building And Classifying; Pages 149-160.

Understanding that a direction or a position, or both are needed to locate people, places and things.
Curriculum Guide In Language Arts For Kindergarten;
Level Two: Concept Building And Classifying; Pages 161-163.

Knowing the meaning of most words used by pupils of his age and using them in everyday conversation.
Curriculum Guide In Language Arts For Kindergarten;
Levels One and Two: Extending Vocabulary; Pages 165-169

SOCIAL STUDIES:

Becoming aware of workers in the community.
Goals And Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood And The Community:
Concept C; Activities C1-C16; Pages 37-39.

RESOURCES REQUIRED:

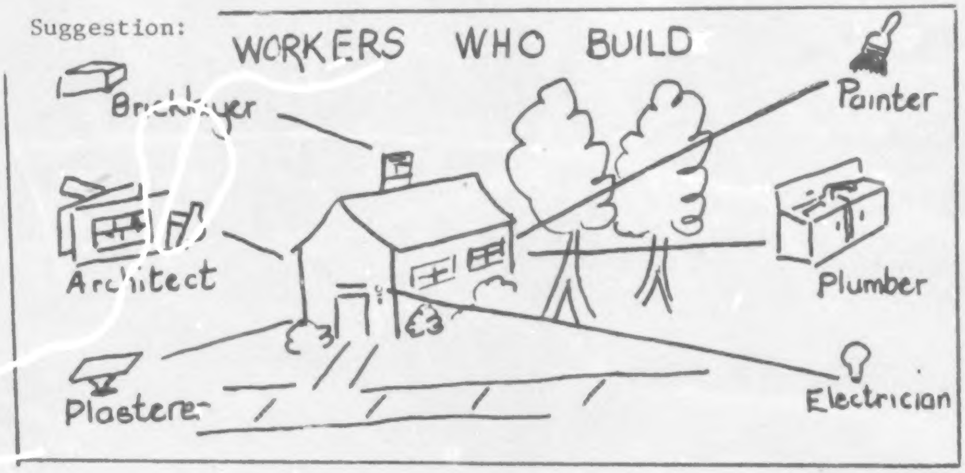
Found Within The Lesson	Teacher Acquired
	Kit A Language - Unit V Construction toys - Blocks More Singing Fun: "Trucks", page 56 Music for Young Americans: "Steam Shovel", page 26 Home and Community Helpers-Resource Sheet #10 construction paper flash cards magic marker

TEACHER PREPARATION TASKS:

Plan a World of Work trip to a construction site to see workers involved in specific occupations. (Do not allow pupils to get on grounds)...dangerous.

Construct a bulletin board for motivational purposes.

Suggestion:



(Teacher may wish to use pictures of the worker instead of work related objects)

Arrange for specific workers to visit classroom and talk with pupils about their work.

INSTRUCTIONAL PROCEDURES:

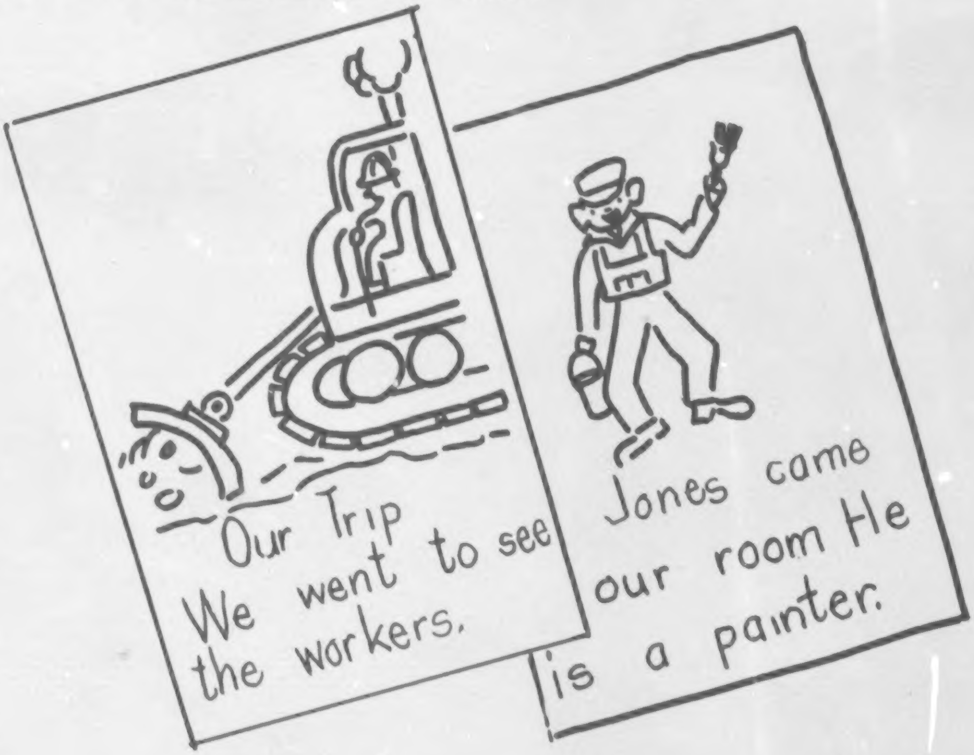
Introduce the lesson by presenting the bulletin board (See Teacher Preparation Tasks), the instructional materials from Unit V, Language Kit A, and Resource Sheet #10 from Home And Community Helpers. Have the pupils talk about the specific names of the workers and place the flash card near the work-related object on the bulletin board. Talk about what these construction workers actually do. Encourage the pupils to share experiences they have had watching various construction sites such as highways, buildings, homes etc. The following questions may be used to guide the discussion.

1. What is the specific job title of the worker you saw?
2. Where did you see him working?
3. What does he do?
4. What tools does he need?

Have the pupils take a World of Work trip to a construction site to see the workers perform their duties. Since construction work is seasonable work, it may be advantageous to invite various workers with their tools to talk with pupils about their work and why they chose that occupation.

INSTRUCTIONAL PROCEDURES: Cont'd

Have the pupils dictate language experience stories about their visits to a site and about each worker.



Let the pupils play a career guessing game in which the teacher will give a clue or clues until the pupil can correctly name the worker. The teacher may orally describe a tool, uniform, work-related object or show the actual object or a picture of it. After the idea of the game has been mastered, let the pupils think of clues for identifying the workers.

Enlist the help of the pupils in collecting toys, blocks, and dirt or sand; assemble a miniature construction site on a table or in a sandbox.

SUPPLEMENTAL ACTIVITIES:

During free play time, let the pupils utilize the blocks and construction toys in creative expression or dramatic play.

SUMMARY:
Review orally what was seen and learned from the World of Work trip and the resource persons who visited the class.

PRIMARY I

WHAT CAN I DO?*

ALL ABOUT ME

MUSICAL FEELINGS

PARENTS AS WORKERS

WORKERS WHO COME TO MY HOUSE

MUSIC MAKES THE WORLD GO AROUND

OUR CAREER ALPHABET

CAREERS -IN- SIGHT

WORKERS WHO PROVIDE GOODS OR SERVICES

WORKERS WHO PROVIDE SERVICES

WORKERS WHO PROVIDE SERVICES (Restaurant Workers)

WORKERS IN A TOY FACTORY
(Making Stuffed Animals)

CAREER BEAN BAG TOSS
(A Game)

OUR PUBLIC SERVANTS
(Postal Workers)

*Contents may be found in the
Kindergarten section.

Saint Louis Public Schools Career Education Project

ALL ABOUT ME

DOMAIN: Self Awareness

CONCEPTS: Aptitudes, interests, abilities and values are unique to each individual.

PERFORMANCE OBJECTIVES:

1. Pupil gives an oral description of himself.
2. Pupil identifies at least three of his interests.
3. Pupil identifies an interest of one of his classmates.

LESSON TIME: Thirty minutes

GRADE LEVEL: Primary

CURRICULUM AREAS:

Language Arts
Social Studies
Art

NEW VOCABULARY:

interest - a feeling of wanting to know, see, do, own, or share in.
ability - power to do a special thing.
value - think highly of
aptitudes - ability

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Expanding vocabulary and increasing understanding of new words.
Giving directions, explanations and descriptions orally.
Writing simple sentences using words which involve skills taught in spelling.

SOCIAL STUDIES
Identifying himself.
Goals and Guidelines: Social Studies In The Primary;
Unit 1: A Healthy Self-Image;
Concept A; Activities A1-A5; Page 162.

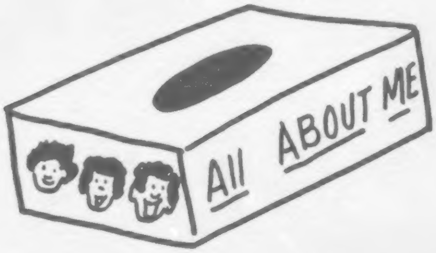
RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Magazines
	Scissors
	Paste
	Filmstrip Projector
	12" x 18" Construction Paper
	Chart Paper
	Shoe Box
	Flash Cards

TEACHER PREPARATION:

Cut chart paper into sentences strips.
Make an All About Me box.

Example:



INSTRUCTIONAL PROCEDURES:

After setting up a filmstrip projector and taping a sheet of construction paper to the chalkboard, have each pupil choose a friend or "buddy" to outline his or her profile on construction paper with a magic marker. Pupil will change places with his buddy and draw his profile. After cutting out their own profiles, each pupil will choose a magazine from the collection and cut out pictures of things he or she likes to do, eat, play with, etc. Then the pupils paste the pictures all over the profile of himself. (If any pupil experiences difficulty in finding pictures that are descriptive of himself, allow him to draw the pictures with crayons.)

Collect the pictures and pass them out randomly, letting the pupils discuss the profiles and try to name the classmate whom it describes. When the pupil has been identified, encourage the pupil to talk about the picture on his profile that he likes best. (The teacher may record the information to be used at a later date in planning other activities.)

Have the pupils display their profiles attractively in the classroom.

Have each pupil write sentences on strips of chart paper describing himself. As a variation of the first activity, using the same format, allow pupils to read the sentence strips silently and attempt to identify the person whom it describes.

SUPPLEMENTAL ACTIVITIES:

Have each pupil whisper a descriptive word or words about himself. (The teacher will write the word or words on a flash card and place it in the All About Me Box.) Appoint a pupil to draw one of the cards from the box and read it to the class. The other pupils will try to guess who the card describes. The pupil who guesses correctly gets a chance to draw a card.

SUMMARY

The pupils will develop an understanding of themselves and their classmates and will recognize how each is like or different from every other person.

ASSESSMENT PROCEDURES:

Description

Teacher-constructed oral test in which the teacher may ask each pupil to tell about the picture on the profile that means the most to him and give three descriptive words about himself.

Saint Louis Public Schools   Career Education Project

MUSICAL FEELINGS

DOMAIN: Self Awareness

CONCEPTS: An understanding of self is important throughout life.

PERFORMANCE OBJECTIVES:

1. Pupil expresses his or her feelings orally.
2. Pupil recognizes the feeling of "self" as an individual and as part of a group.

LESSON TIME: 15 minutes

GRADE LEVEL: Primary I

CURRICULUM AREA:

Language Arts
Music
Art

NEW VOCABULARY: (To be developed.)

feelings
happy
sad
angry
afraid

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Utilizing new vocabulary and increasing understanding of words.
Telling experiences with greater fluency and complexity.
Participating in dramatizations of experiences told by the group. (See Supplemental Activities)

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Masking tape or chalk Sentence strips Magic marker Record player Record (listening music or a march) or ..... Piano and music Teaching Pictures *Moods and Emotions* (David C. Cook Publishing Co.)

TEACHER PREPARATION:

Make up sentence stri[illegible]ith lead-on statements, such as:

1. I am happy when ______________________________

   ______________________________.
2. I like ______________________________

   ______________________________.
3. I feel sad when ______________________________

   ______________________________.
4. I do not like ______________________________

   ______________________________.
5. I feel afraid when ______________________________

   ______________________________.
6. The thing I like best ______________________________

   ______________________________.
7. My happiest day was ______________________________

   ______________________________.

Tape with masking tape or draw with chalk several boxes on the floor in the classroom. Place a sentence tag in each box with the written statement unable to be seen.

INSTRUCTIONAL PROCEDURES:

TASKS

Have the pupils play the game, "Musical Feelings", in which, the pupils will line up. The teacher will start the record player or begin playing the piano. The pupils may march or skip to the music. When the music stops, the pupils who are standing in the boxes on the floor, must read the sentence strips and complete the statements. After the pupils in the boxes respond, the teacher mixes up the sentence strips, placing them in different boxes and continues the same format.

SUPPLEMENTAL ACTIVITIES:

Divide pupils into small groups. Give each group a teaching picture of a face expressing a feeling such as happy, angry, sad, or scared. Have each pupil in the group tell about his feelings about the picture or about some experience that made him feel like the child on the picture. Let the group role play the feeling. After role-playing let the small group exchange feelings.

SUMMARY:

The pupils will become aware of the feelings of self and others, and realize that people feel alike about some things and feel differently about some things.

ASSESSMENT PROCEDURES:

Description

Each pupil returns to his seat at the conclusion of the activity and draws a picture showing his or her favorite feeling, then writes or dictates an appropriate sentence telling about the picture.

Saint Louis Public Schools Career Education Project

PARENTS AS WORKERS

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub-concept:
Parents hold a variety of occupations to fulfill their personal goals, their needs, and their functions within any given community.

PERFORMANCE OBJECTIVES:

1. Pupils relate in their own words how the performance of some occupations meet the needs of the family.
2. Pupils identify occupations of parents as a service or producer of goods.

LESSON TIME: 15 minutes daily

GRADE LEVEL: Primary I

CURRICULUM AREAS:
Language Arts
Social Studies

NEW VOCABULARY: (to be developed)
List of occupations of parents (include house-wife or homemaker, services performed or goods produced by parents in which they do not receive pay).

- income
- standard of living
- life style
- salary
- leisure
- cooperative working
- goods
- services

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Through oral experiences, stories, discussions, explanations and language career games, the pupil will expand and enrich his vocabulary and increase his or her understanding of words associated with the occupation of parents.

Dictating experience stories focusing on careers of parents, written by the teacher on charts or chalkboard.

Copying the stories, and reading them to his classmates distinctly.

SOCIAL STUDIES
Being aware of family jobs at home and outside of the home.
GOALS AND GUIDELINES:
Social Studies in the Primary
Unit 2: Family Identification and Family Needs;
Concept C; Activities C1-C3; Pages 79-80

RESOURCES REQUIRED (contd.)

Found Within the Lesson	Teacher Acquired
	Snapshots of parents at work Community Helpers Cards by Mary Jackson Ellis (An Aid in Teaching Social Studies-TS Denison & Company, Inc.) Collection of workers that portray the occupations of parents (sources from magazines, newspaper, etc.) Parents with uniforms, tools or work-related objects Flash Cards Magic Markers Uniforms of parents (if any) or any tools that are indicative of the occupation Play clother, tables, chairs, etc. Pupils bring tools or clothing representative of an occupation Parents (in uniform) talk to class about their occupations File cards, pictures with occupations (either individually laminated or on a chart) Fireman's hat, postman's hat, toy tractor, nurses cap, hammer, etc.

TEACHER PREPARATION:

Attractively display the snapshots or pictures on a bulletin board, labelling each occupation.

INSTRUCTIONAL PROCEDURES:

Discuss with the pupils the necessity of work for providing food, clothing and a home. Emphasize how the "income" of parents is spent to secure the material necessities and luxuries of life.

Give a list of five items and have the pupils name occupations involved, such as: shirt, water, chair, bread, shoes, etc.

To familiarize the pupils with occupations, play a phonics game. The teacher thinks of an occupation, tells the pupils the beginning sound with riddle-like description and the pupils guess the occupation.

Example:

I am thinking of a worker.
His name begins with the sound "f".
He works in the fields.

For vocabulary development, print cards with names of occupations. Let pupils match these with pictures on chart.

Allow pupils an opportunity to describe their parent's occupations and tell where they work. As the informal discussion is carried on, the teacher may lead the pupils into consideration of various questions, such as:

What does your father or mother do?

INSTRUCTIONAL PROCEDURES (contd.)

Where does he/she work?
How does he or she get there?
Does he/she work by himself/herself?
What does he/she do on his/her job?
What chores do you do at home?
How does cooperative working let your family have leisure times?
Who are the members in your family?
What good working habits have you learned from a job?

After discussion, the pupils will role-play or act out what parents do. Pupils may also dramatize what would happen if everyone in the home did not do his job.

Involve parents in classroom demonstrations: wearing their uniforms or presenting the tools of their trades.

The pupil will write stories about classmates' reports and parent presentations, individually or collectively.

Have the pupils make a list of things they have done from the time they got up until they arrive at school. Discuss how their activities depend on various occupations.

Example:

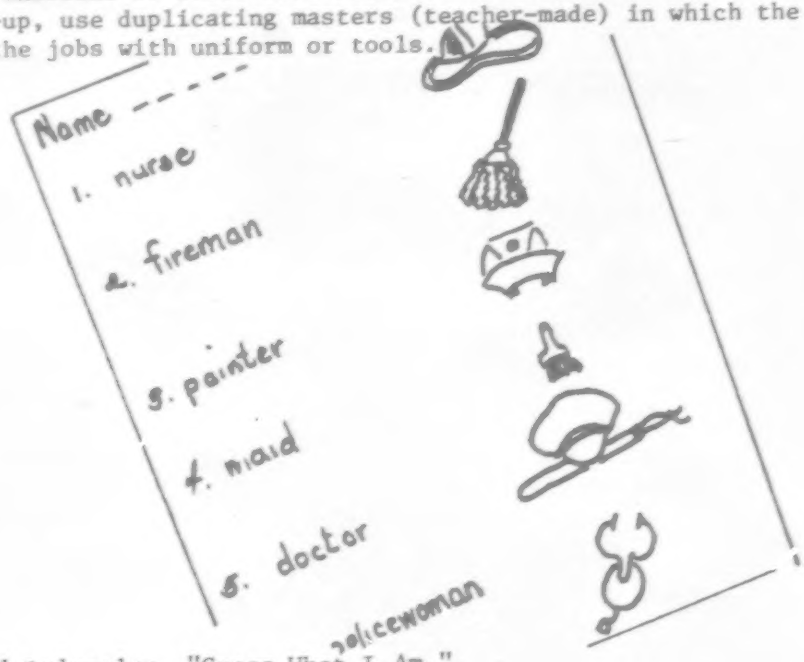
Drinking milk--
Dairy workers
Milkman
Farmer

Have available a number of hats or work-related objects which suggest an occupation and classify each under goods or services.

Encourage pupils to keep a record of workers who come to their homes.

SUPPLEMENTAL ACTIVITIES:

1. Using the same format as the above, discuss the jobs of other members of the family.
2. Play an "Old Maid" type card game in which the pupils will match workers with tools, uniforms or other work-related indentification.
3. As a follow-up, use duplicating masters (teacher-made) in which the pupils will match the jobs with uniform or tools.
   Example:



4. Pupils will role-play, "Guess What I Am."

SUMMARY:

Review and compare the jobs of parents. Have dramatic play and permit pupils to guess the job category. Discuss self improvement and self-gratification as well as fulfillment, which comes from a job well done - pride of accomplishments.

ASSESSMENT PROCEDURES:

Teacher constructed oral test.

WORKERS WHO COME TO MY HOUSE

DOMAIN: Career Awareness

CONCEPT: There is an interdependency among members of society.

Sub-concept:
Many occupations relate to the needs and functions of society.

PERFORMANCE OBJECTIVES:

1. Pupil names several workers who perform tasks in his home.
2. Pupil describes, in his own words, the tasks performed by these workers.
3. Pupil identifies the worker as a provider of goods or services.
4. Pupil relates tools, uniforms, and/or work-related objects to a worker.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary I

CURRICULUM AREAS:
Language Arts
Social Studies
Mathematics

NEW VOCABULARY:

mailman
grocery man
electric
gas
telephone
taxi driver
repairman
plumber
meter-reader
delivery man
goods
services

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Expanding the understanding of words.
Telling experience stories of greater complexity than in the preceding grade level.
Dictating stories and letters to the teacher, copying them, and reading them to his classmates distinctly.

SOCIAL STUDIES
Being aware of people in the neighborhood.
Goals and Guidelines:
Social Studies in the Primary; Unit 4:
The Neighborhood; Concept A; Activities A3 - A9; Page 100

Being aware of the prople in the community.
Goals and Guidelines:
Social Studies in the Primary; unit 5:
The Community; Concept A; Activities A1 - A4; A12 - A16;Pages 107 and 108

PREREQUISITE KNOWLEDGE (contd.)

MATHEMATICS
Counting, reading and writing numerals to 100.
Teacher's Guide for Mathematics
Kindergarten - Grade 8
Page 4

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Reference Sheet #1 (An example of poems that may be used to stimulate dramatic play)	Films: (Audiovisual services) F 164-110 *The Mailman* F 263-113 *Everyone Helps in the Community* Collection of magazines, newspapers, catalogues, etc. Resource persons: Mailman Meter Readers (Gas and Electric) Delivery Personnel Repairmen (various) Collection of poems Books: L.B. Scott, *Learning Time With Language Experiences for Young Children*

TEACHER PREPARATION:

Make a master copy of Worksheet #1 and duplicate enough copies for every pupil in your class or draw the maze on the chalkboard with directions or use a large piece of wrapping paper. (If the chalkboard or the wrapping paper is used, display the pictures of the various workers whom the pupils have observed coming to their homes).

Have the pupils check with their parents to find out when the meter readers will be in the area or telephone the gas and electric company, stating your purpose and find out the schedule of the meter readers. It would be advantageous to ask them to serve as resource persons, thus sharing their talents and experiences with the pupils. The same format may be used for acquiring other personnel observed in the area.

Encourage the pupil to acquire simple props to suggest special clothing and tools of the workers.

Examples:
hats
badges
empty envelopes
large old handbag (for a mailbag)

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Today, we are going to take a walk around our neighborhood and identify many of the workers seen going to our doors or houses. I want you to watch for people who deliver things or persons (taxi dirver) to our doors or a neighbor's door. As we watch these workers, think about what each worker wears, the tools or work-related object that he carries, and how his work helps us. If time permits, we may stop and ask the workers a few questions which will help us.

TASKS

1. Discussion:
   Upon returning to school from the World of Work Walk, the pupils will talk about what they saw. After a vigorous discussion, the class will be divided into small groups and an experience chart will be made. The pupils will list, on the chart, the names of the different workers that the pupils recall with the teacher assisting in spelling. The pupils will dictate simple sentences about each worker. (Teacher records the sentences on the charts). The sentences may identify the worker by his name, describe a tool, work-related object, or a task, state whether the worker does a service or provide goods, etc.

2. Role-playing:
   After listening to a poem read from Reference Sheet #1, or any selection from the teacher's collection, pupils can be encouraged to participate in impromptu dramatic play or role-playing. Let a pupil assume the role of the worker depicted in the poem. Using simple props, allow the pupils opportunities to stretch their imaginations. For example, in role-playing the mailman, the pupils will arrange the chairs or tables in the form of imaginary houses on a block. One pupil may cover a cereal box with construction paper that may be taped to the back of a chair to serve as a mailbox. A slip of paper with the name of each resident (pupil's name) who lives at that address should be glued on the mailbox. Another pupil who resides at that address should be responsible for seeing to it that the address is written and displayed and that the numbers are correctly written or visible to the worker. Signs may be made showing the names of the streets.

3. Matching Game:
   The pupil will look through the collection of magazines and newspapers for the pictures of the workers observed when taking their World of Work Walk in the school area. The pupil will cut out the pictures and paste them on cards. Then they will make labels to paste on the other cards and play a matching game with the picture cards and word cards.

SUMMARY:

As a follow-up activity, the pupils will listen and follow oral directions given by the teacher for using Worksheet #1.

Suggested Directions:

1. With your red crayon, draw a red circle aroung the worker or workers that you know.
2. Make a capital "G" with your pencil, beside the worker or workers who provides goods for you and your family.

SUMMARY (contd.)

3. Make a capital "S" with your pencil, beside the worker who provides services to you and your family.
4. With your blue crayon, put an "X" by the worker or workers that come to your house to help you.
5. These workers are trying to get to your house. Help them find their way. Use a different color crayon for each worker. There are four entrances on your papers. Each worker starts at the entrances nearest him. Draw a line from him to your house. Do not cross any lines. Find the right path.

SUPPLEMENTARY ACTIVITIES:

Variation to Matching Game:

Using the same procedures stated in Task #3, under Instructional Procedures, the pupils will cut out pictures of tools and match them with the word.

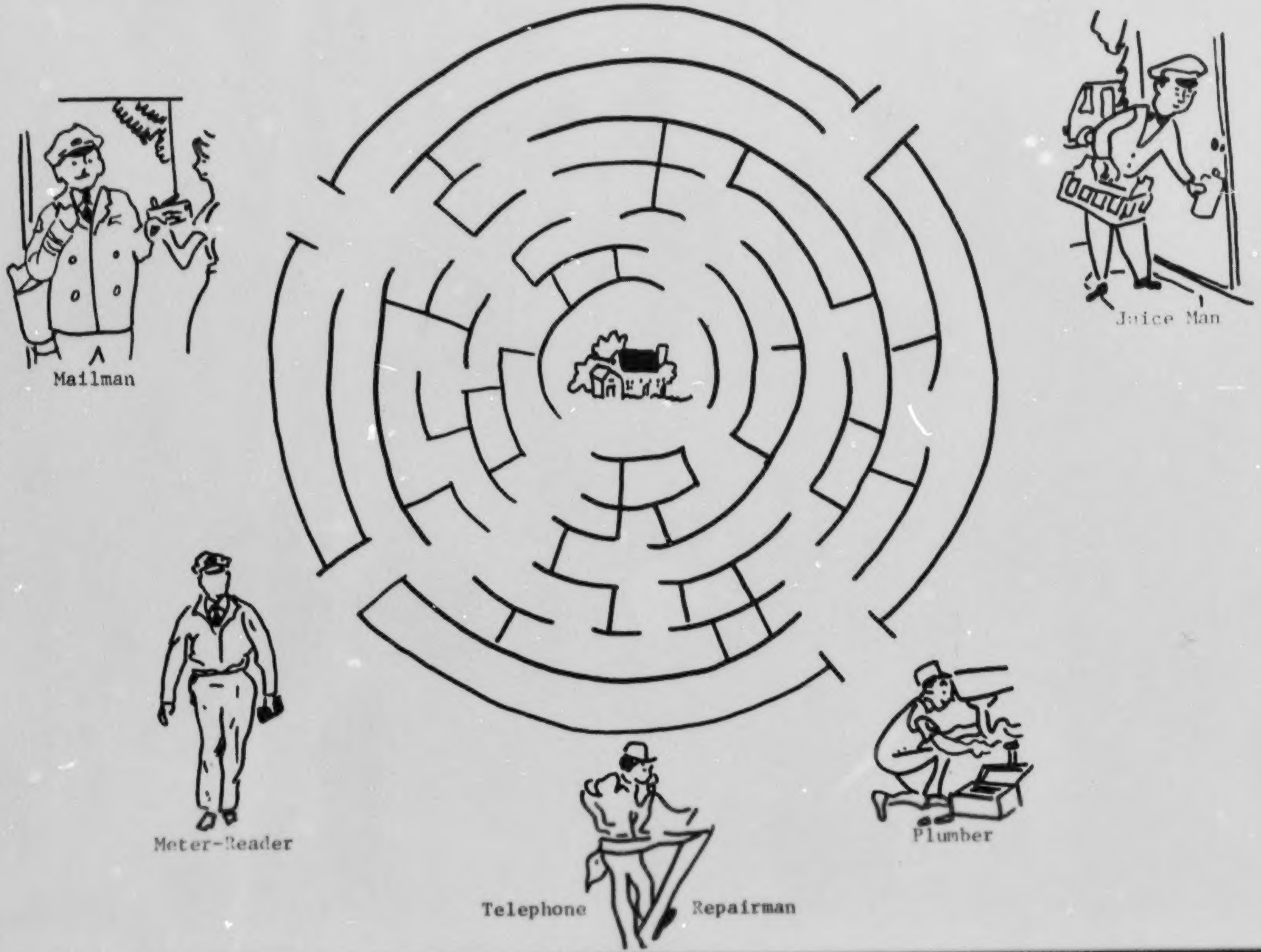
ASSESSMENT PROCEDURES:

Teacher-made oral test or classroom observation.

WORKER[illegible]HO COME TO MY HOUSE

Name________________________

WHO IS GOING TO YOUR HOUSE?


Mailman
Juice Man
Meter-Reader
Telephone Repairman
Plumber

Reference Sheet #1

THE METER READER

The meter reader comes around.
He has a pencil and a book.
He walks up to our meter box;
He squints and takes a careful lock.

He writes the number that he sees;
It shows how much we have to pay
For water and electric lights
He writes it down and goes away.

Virginia Sydnor Pavelko

THE POSTMAN

The whistling postman swings along.
His bag is deep and wide,
And messages from all the world
Are bundled up inside.

The postman's walking up our street.
Soon now he'll ring my bell.
Perhaps there'll be a letter stamped in Asia.
Who can tell?

Author Unknown

LIKE ME

A garbage man is a garbage man
Who rattles and bangs the garbage can
Like me.

A meter reader carries a flashlight in his hand
Like me.

The mailman carries a bag.
And they always have a good time.
Like me.

Dorothy Aldis

Saint Louis Public Schools Career Education Project

MUSIC MAKES THE WORLD GO AROUND

DOMAIN: Career Awareness

CONCEPTS: A wide variety of occupations may be classified in various ways.

Sub Concepts:
1. Workers may be classified according to the parts they play in presenting the musical product.
2. Musical presentations require teamwork as well as individual skill or talent.

PERFORMANCE OBJECTIVES:

1. Pupil explains orally the roles of various members of a band, orchestra, or symphony.
2. Pupil matches various musical instruments or musical related object to the musician who plays or uses this item.

LESSON TIME: At the discretion of the teacher

GRADE LEVEL: Primary I

CURRICULUM AREA:
Language Art
Music

NEW VOCABULARY: (To be developed)
List of musicians and instruments.

orchestra
band
combo
trio
solo

musicians
composers
leader
conductor
arranger

symphony

PREREQUISITE KNOWLEDGE:

Language Arts
Expanding vocabulary and increasing understanding of words (musical vocabulary or terms)
Recounting experiences to his classmates.
Practicing good listening habits.

Music
Building a rhythm band. *A Course Of Study In Music;* Music For Kindergarten And First Grades; Objective III; Pages 9-10.

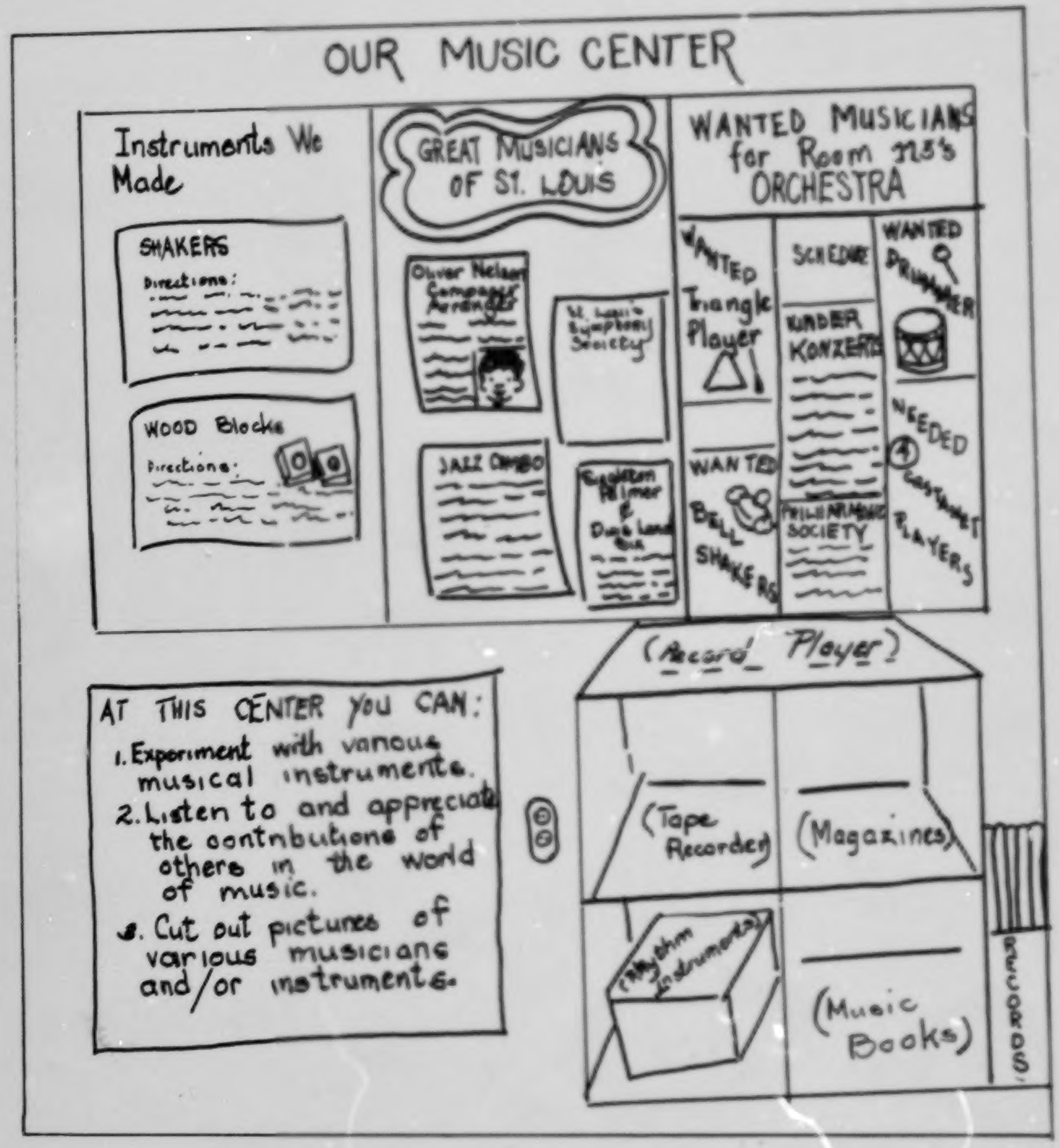
Developing music appreciation and creative expression. *A Course Of Study In Music;* Music For Kindergarten and First Grade; Objective IV; Page 10

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Music: For Young Americans--Book I "The Orchestra".. Pages 79-101 Our First Music Records and Record Player Magazines, brochures, newspapers for cutting out pictures of various musicians and/or their instruments; Rhythm instruments, such as: rhythm sticks bells jingle sticks tambourines castanets cymbals triangles xylophone cassette tape recorder (battery operated)

TEACHER PREPARATION TASKS:

Establish a music center in the classroom where the pupils can experiment with the instruments. See suggestions below:


OUR MUSIC CENTER
Instruments We Made
SHAKERS
Directions:
WOOD Blocks
Directions:
GREAT MUSICIANS OF ST. LOUIS
Oliver Nelson Composer Arranger
St. Louis Symphony Society
JAZZ COMBO
Singleton Palmer & Dixie Land Six
WANTED MUSICIANS for Room 225's ORCHESTRA
WANTED Triangle Player
WANTED BELL SHAKERS
SCHEDULE
KINDER KONZERTS
PHILHARMONIC SOCIETY
WANTED DRUMMER
NEEDED 4 CASTANET PLAYERS
(Record Player)
(Tape Recorder)
(Magazines)
(Rhythm Instruments)
(Music Books)
RECORDS

AT THIS CENTER YOU CAN:

1. Experiment with various musical instruments.
2. Listen to and appreciate the contributions of others in the world of music.
3. Cut out pictures of various musicians and/or instruments.

TEACHER PREPARATION TASKS: Cont'd

Plan to attend the Kinder Konzerts with your class so that they may become acquainted with symphony music, occupational titles and the various instruments. For information and tickets, contact:

Mrs. Anna Rice, Ticket Director
St. Louis Symphony Society
718 North Grand Boulevard
533-2500
Box Office 534-1700

See tenative schedule for 1974-1975 school year below:

October 23, 1974	Wednesday	9:30 a.m. - 11:00 a.m.
October 24, 1974	Thursday	9:30 a.m. - 11:00 a.m.
October 25, 1974	Friday	9:30 a.m. - 11:00 a.m.
January 8, 1975	Wednesday	9:30 a.m. - 11:00 a.m.
January 9, 1975	Thursday	9:30 a.m. - 11:00 a.m.
January 10, 1975	Friday	9:30 a.m. - 11:00 a.m.
April 23, 1975	Wednesday	9:30 a.m. - 11:00 a.m.
April 24, 1975	Thursday	9:30 a.m. - 11:00 a.m.
April 25, 1975	Friday	9:30 a.m. - 11:00 a.m.

Contack the following places or persons for musicians to serve as resource persons:

1. Philharmonic Society of St. Louis
   Box 591
   St. Louis, Missouri 63188 (361-2320)

2. St. Louis Symphony Youth Orchestra
   7150 Wise Avenue
   St. Louis, Missouri (644-1696)

3. Musicians Local

4. Neighboring Elementary or High School (bands)

5. Parents who are professional musicians or play musical instruments for pleasure.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Begin by indroducing one instrument at a time, thus showing the pupils how to hold and play each one. Allow time for the pupils to experiment with the instruments. Choose an appropriate recording or piano accompaniment and encourage pupils to express themselves creatively.

Have the pupils play a game in which they will identify various rhythm instruments by their sounds. One pupil may be blindfolded while another pupil chooses and plays an instrument by its sound, name the occupational title and identify the group, such as band, orchestra, combo etc. which employs the use of this instrument.

Example:

If a pupil chooses to play a drum, the blindfolded pupil must identify the instrument as being a drum, name the occupational title as being a drummer and state the groups which utilize the instrument such as band, orchestra and etc.

TASKS

After choosing records or songs from the suggestioned list in music books or curriculum guide, let the pupils form a rhythm band and play the accompaniment with the music.

Invite resource persons who are proficient instrumentalists to share their experiences in the World of Work with pupils; telling the pupils why they chose this particular field; how they became interested in music; some of the duties, responsibilities and rewards of being a musician. If possible, ask the resource persons to play some of the songs which the pupils have learned to play and allow the pupils to accompany the musicians.

Have the pupils attend the Kinder Konzerts and encourage the pupils to discuss the various musicians, their instruments, arrangement, place, etc.

Invite a rock group, a rhythm band, and a jazz group at different times and have the pupils make comparisons, such as, comparing the roles of the leader of a band and the conductor of the symphony.

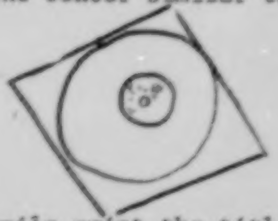
Have the pupils write stories about a pupil's dream to become an accomplished musician. As a means of building a vocabulary of descriptive words for creative writing, let pupils listen to a variety of recordings and dictate for teacher to list on the chalkboard or chart paper colorful words and phrases, such as the swaying trees, fluttering snowflakes, etc.

SUPPLEMENTAL ACTIVITIES:

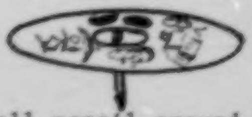
Have pupils listen to recordings from various groups and express their feelings about the music through another means of art. Divide the pupils into groups and let them express themselves through the following media as well as identify the workers in these areas:

1. Fingerpainting; materials needed:
   fingerpaint paper
   pre-cooked starch
   tempera paint (for adding color)
   Let pupil create the rhythm that they feel when listing to a record.

2. Drawing ; materials needed:
   drawing paper
   crayons
   scissors
   Let pupils draw a large circle and a small circle in the center similar to a recording.



Have the pupils print the title of the recording near the center and while the music is playing, illustrate their feelings. Let the pupils cut out their records and punch a hole through the center with their pencil.



Pupils may roll pencil around in their hands creating a pictorial record.

3. Creating body movements to the various rhythms in recording.

4. Creative plays or dramatizations to the rhythm of the music.

SUMMARY
Hopefully the pupils will understand the relationship between interests, abilities and occupations in the area of music.

ASSESSMENT PROCEDURES:

Teacher observation of pupils participation of the various activities.

Saint Louis Public Schools Career Education Project

OUR CAREER ALPHABET

DOMAIN: Career Awareness

CONCEPT: A wide variety of occupations may be classified in various ways.

Sub-concepts:

1. Occupations may be classified according to the needs of the neighborhood.
2. Occupations may be classified according to the goods and services they provide.
3. Occupations may be classified according to the uniforms worn by people in those occupations.
4. Occupations may be classified according to the places where people work.
5. Occupations may be classified according to tools or work related objects.

PERFORMANCE OBJECTIVES:

1. Pupil identifies various workers by occupational titles when given the beginning sound or shown the letter.
2. Pupil matches various occupational titles with symbols such as tools, uniforms, and places of business.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary I

CURRICULUM AREA:

Language Arts
Social Studies

NEW VOCABULARY: (To be developed)

Alphabetical List of Workers

airplane pilot
baker
cook
doctor
engineer (train)
fireman
grocer
housewife
instructor
janitor
kennelman
librarian
meter reader
nurse
orchestra leader
policeman
quarterback (professional football player)
rug cleaner
soldier
teacher
usher
veterinarian
weatherman
x-ray technician
yardman
zoo keeper

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Using a beginning sound in combination with a context clue to unlock words not in his sight vocabulary.

Writing the letters of the alphabet when hearing the letter name and/or sound.

Expanding and enriching sight vocabulary and increasing understanding of words.

Telling experience stories.

Dictating stories and letters to teacher, copying them, and reading them to the class distinctly.

SOCIAL STUDIES

Being aware of places in the community.
Goals and Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood and The Community;
Concept B; Activities B1-B10; Pages 35-36.

Being aware of workers in the community.
Goals and Guidelines: Social Studies In The Primary;
Unit 4: The Neighborhood and The Community;
Concept C; Activities C1-C16; Pages 37-39.

RESOURCES REQUIRED:

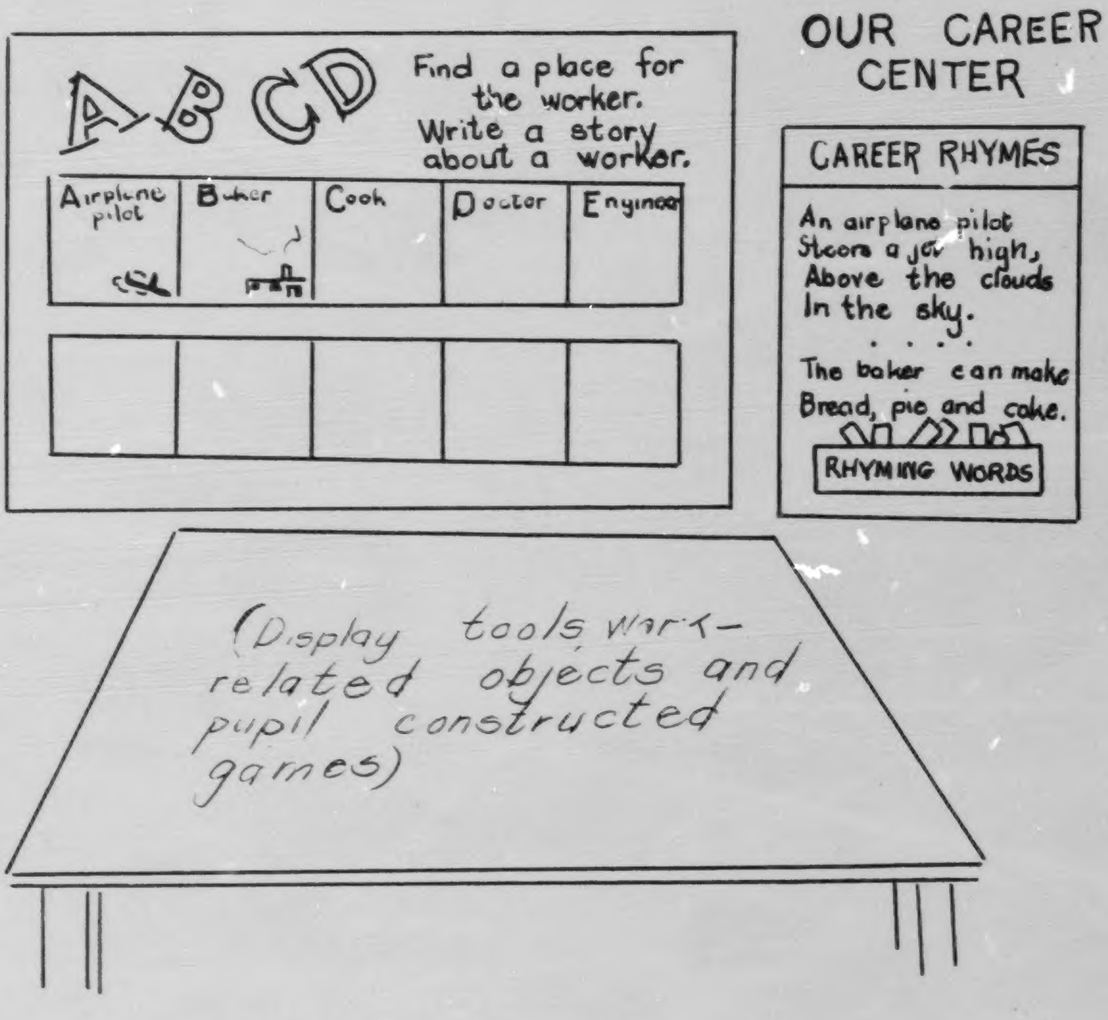
Found Within the Lesson	Teacher Acquired
	Collection of pictures depicting a career for every letter of the alphabet. Alphabet cards: A through C (capital and small letters) Magazines, newspapers, etc. Book: *What Will I Be From A to Z* by Donald L. Gelb Library Books: (stories and poems) Collection of rhyming objects (Enlist help of pupils.)

TEACHER PREPARATION:

Construct a learning center for motivational purposes. Display career pictures attractively in the order in which you wish to teach the sound. See the suggested example.

TEACHER PREPARATION: (cont'd.)

Example:


OUR CAREER CENTER
A B C D
Find a place for the worker.
Write a story about a worker.
Airplane pilot
Baker
Cook
Doctor
Enginee
CAREER RHYMES
An airplane pilot
Steers a jet high,
Above the clouds
In the sky.
. . . .
The baker can make
Bread, pie and cake.
RHYMING WORDS
(Display tools work-related objects and pupil constructed games)

Obtain resource persons as needed.
Arrange World of Work site visitations as needed.
Make-up or collect career jingles and poems.

Make a list of words centered around the specific careers, tools or work-related objects. Each group of words should consist of at least four rhyming words and one non-rhyming word. (Supplemental Activity 1; Variation B.)

Instruct the pupils to make a Yes card and a No card. (Supplemental Activity 1; Variation C.)

Materials needed:
- 2 blank flash cards per pupil
- 1 blank crayon

TEACHER PREPARATION: (cont'd.)

Make a Career Rhyming Box (Supplemental Activity 2.)

Materials needed:

12 inch square box
contact paper or cloth
career pictures (A-C)
Several work-related items that have rhyming names and are representative of each career.

Construction:

Cut a hole in the top of the box large enough for a child to reach in and select an item. Cover the box with contact paper. On the outside, attach the career pictures. Put items that are representative of each career into the box that have rhyming name (pictures or objects).

INSTRUCTIONAL PROCEDURES:

Begin by playing a career game in which the pupils will listen carefully to each jingle and identify the career and the rhyming words. After the pupils respond, display the picture at the career center. (See Teacher Preparation.) Encourage discussion of the career, tools used by the worker, apparel or uniform, and the place where the worker performs his duties. Emphasize the beginning sound and initial letter of the career.

Repeat the jingle and have pupils identify the rhyming words. (The teacher may introduce as many careers or workers as she feels will meet the needs of the pupils in her classroom.)

Display the needed alphabet cards and manuscript on the chalkboard. As the letter is written, say the name of the letter and identify it as being a capital or small letter. Have the pupils name a worker or career that begins with the letter and then write the letter on paper.

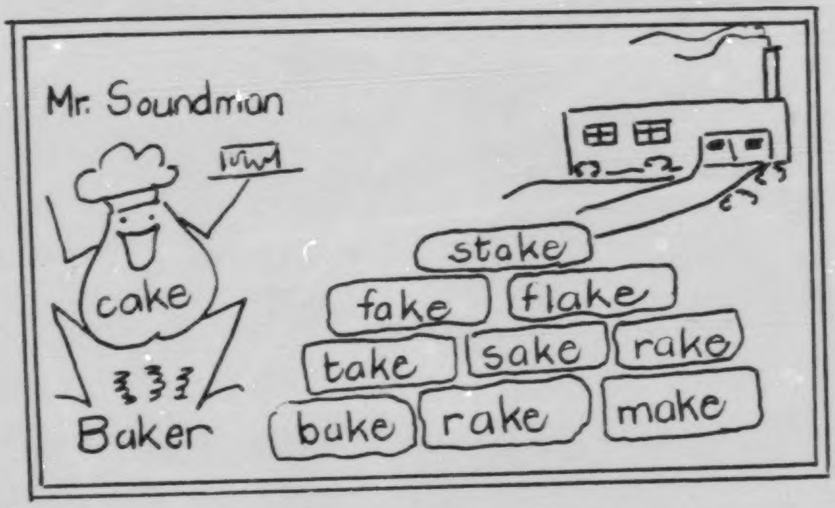
Have the pupils play the game, "Which Two Rhyme." The teacher says three words, two of which rhyme, one is different. Some suggested combinations are:

Combination
1. airplane pilot, get, jet
2. bake, cookie, cake
3. cook, cake, book
4. fly, sky, jet
5. bread, baker, fed
6. fire, hydrant, tire
7.
8.
9.
10.

INSTRUCTIONAL PROCEDURES: (cont'd.)

The teacher may divide the class into groups which may compete for high score or have the pupils clap their hands when they hear a non-rhyming word. If the latter procedure is chosen, make certain that all three words are given in order for pupils to recognize which are the pair words. After placing the rhyming box on the table at the career center, have a small group of pupils select an item (flash card or tools), identify it and name the worker who utilizes it. Give two points for each rhyming word that a pupil gives. For example, if a pupil takes a pan (toy) from the box, the correct response would include, "a baker uses a pan. Pan rhymes with can, fan, man, ran, etc."

Have a small group of pupils play the game Mr. Soundman on the chalkboard. Mr. Soundman will be one of the workers talked about previously. See example below:



Explain to the pupils that Mr. Soundman loves to make cake and today he is extremely happy because he finally got a job at the bakery, but they must help him climb over the pile of bricks to get there. Instruct them to think of a word which rhymes with the word written on him (cake). If a pupil guesses correctly, let him or her write the word on a brick. When all the bricks have a rhyming word written on them, the game has been completed. As a variation, choose another career related word with rhyming elements and follow the same format.

Divide the pupils into small groups and assign the following duties at the Career Center.

1. Writing language experience stories about resource persons and/or site visitations.
2. Making a career dictionary by cutting and pasting.
3. Making up career jingles.

INSTRUCTIONAL PROCEDURES: (cont'd.)

4. Browsing through books.
5. Writing letters on the wooden beads of various sizes and colors. Pupil may string the beads to spell the names of workers, tools or work related objects.
6. Taping letters or career words on small plain blocks for spelling or forming sentences.
7. Writing letters on small circles and placing in a cooking pot for the pupils to scoop out with a ladle and spell career related words. The first one spelling a career related word correctly wins the game.

SUPPLEMENTAL ACTIVITIES:

None.

SUMMARY:

The pupils will master the skills of phonetic analysis as well as become aware of the many careers in the World of Work.

ASSESSMENT PROCEDURES:

Teacher-constructed written test.

Saint Louis Public Schools   Career Education Project

CAREERS-IN-SIGHT

DOMAIN: Career Awareness

CONCEPT: There is a wide variety of occupations which may be classified in various ways.

Sub Concepts:

1. Workers may be classified according to the tools they use.
2. Workers may be classified according to the services they provide in the community.
3. Workers may be classified according to the goods they provide in the community.
4. Workers may be classified according to the uniform they wear.
5. Workers may be classified according to the places they work.

PERFORMANCE OBJECTIVES:

1. Pupil identifies workers with the tools they use in performing their jobs.
2. Pupil categorizes a worker as one who provides goods or services.
3. Pupil identifies workers with the uniforms they wear.
4. Pupil identifies workers according to places they work.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary I

CURRICULUM AREAS:

Language Arts
Social Studies
Mathematics

NEW VOCABULARY:

tools
goods
services
uniforms

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS:
Classification into categories (Thinking skills)

SOCIAL STUDIES:
Awareness of people, places and industries in the community.
Goals and Guidelines; Social Studies in the Primary;
Unit 5; Sections A - C; Pages 107-113.

MATHEMATICS:
One-to-one matching
Plus and minus facts through five
Given a set, can join or separate it
Teacher's Guide For Mathematics;
Kindergarten-Grade 8 Page 4

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Worksheets 1-4	

TEACHER PREPARATION:

Divide the pupils into two groups, each group forming a line facing one another.

Construct worksheets 2, 3, and 4 for pupils to utilize as activities or for assessment purposes. See SUPPLEMENTAL ACTIVITIES for suggestions.

INSTRUCTIONAL PROCEDURES:

Have the pupils play a game called PICK-A-PAIR. A pupil at one end of a line identifies himself as a certain worker, e.g., "I am a doctor." The pupil at the opposite end of the other line must think of a tool that the worker uses, i.e., "I am a stethescope." The two pupils skip out from their places to the center, join right arms, swing around once, and return to the ends of their lines. The game continues with the next pupil in the line. After each pupil has had a turn, the other line names the object.

SUPPLEMENTAL ACTIVITIES:

1. Use Worksheet #1. (The pupils will match the workers to their work related objects.)

2. Play the game "Goods And Services". Using the same format, the pupil at the end of the line identifies himself as a provider of goods or services, e.g., "I provide goods. I am usually served with your meals." (baker) Or, "I provide you with a service. I help you cross the street. (policeman). The pupil at the opposite end of the other line must identify himself as the worker who provides a good or a service.

3. Construct Worksheet #2. (The pupils will list the workers according to the services or goods they provide.)

4. Play the game "Wear Worker." Using the same format as previously stated in Teacher Preparation, the pupils at one end of a line describes a uniform of a worker, e.g. "I am wearing a white dress or a pants suit, white shoes and stocking, and a white cap." The pupil at the opposite end of the other line must think of a worker who wears the described uniform. (nurse)

SUPPLEMENTAL ACTIVITIES: Cont'd

5. Construct Worksheet #3. (The pupils will match the name of the worker with the riddle that identifies the service that the worker renders.)

SUMMARY

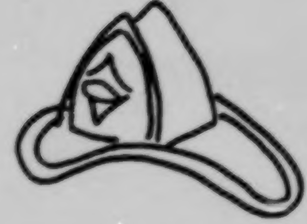
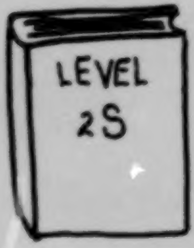
Encourage classroom discussion of workers and their tools drawing from the experiences of the pupils.

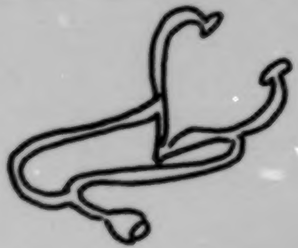
ASSESSMENT PROCEDURES:

The teacher may use the worksheets attached or construct similar sheets of assessment.

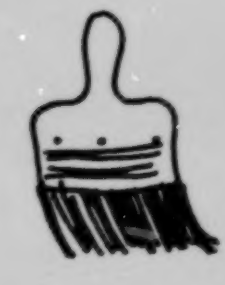
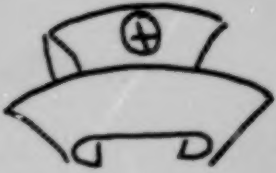
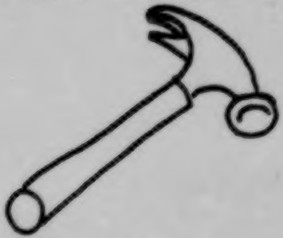
Directions: Match each picture below with the correct name of the work

nurse
farmer
denist
doctor
fireman
painter
teacher
mailman
bus driver
policeman
carpenter
banker

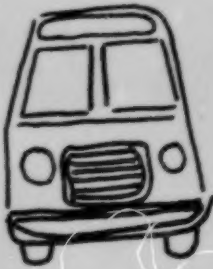
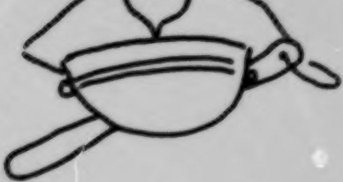
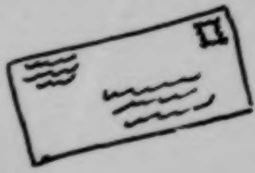





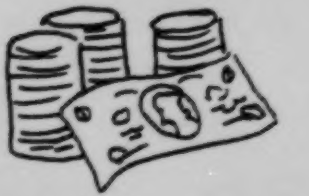
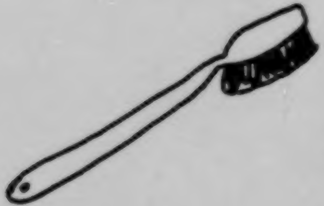
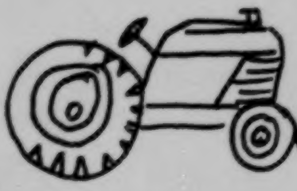
______ ______ ______

______ ______ ______

______ ______ ______

______ ______ ______

Directions: Write the name of the worker in the correct column according to the services or goods they provide.

Goods (things made to be sold)	WORKERS	Services (work done for others)
	1. baker	
	2. carpenter	
	3. druggist	
	4. bus driver	
	5. cook	
	6. grocer	
	7. doctor	
	8. fireman	
	9. service station attendant	
	10. milkman	
	11. farmer	
	12. salesman	

DIRECTIONS: Match the name of the workers with the riddle that identifies the service that the worker renders.

WORKERS

custodian
nurse
telephone installer
farmer
librarian
zoo keeper
bus driver
dentist
telephone operator
fireman
teacher
policeman

1. I help the doctor take care of you. I am a ______________

2. I grow fruit and vegetables for you. I am a ______________

3. If you want a good book to read, see me. I am a ______________.

4. I drive children to many places and back to school. I am a ______________.

5. Call me when you see smoke. I am a ______________.

6. I help protect you and your family. I am a ______________.

7. I try to help you learn. I am a ______________.

8. I feed the animals at the zoo. I am a ______________.

9. Dial "0" when you need help and tell me. I am a ______________.

10. I take care of your teeth. I am a ______________.

11. I help keep your school clean. I am a ______________.

12. I put a telephone in your house. I am a ______________.

WORKERS WHO PROVIDE GOODS OR SERVICES

DOMAIN: Career Awareness

CONCEPT: A wide variety of occupations may be classified in various ways.

Sub-concepts:
1. Many workers provide us with goods or products.
2. Many workers provide us with services.

PERFORMANCE OBJECTIVES:

1. Pupil identifies various occupations from pictures.
2. Pupil classifies the occupation according to services or products provided by the worker.

LESSON TIME: (Varies)

GRADE LEVEL: Primary I

CURRICULUM AREAS:
Language Arts
Art
Social Studies

NEW VOCABULARY:
products
service
(list of occupational titles of pictures collected)

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Utilizing new vocabulary and increasing understanding of words.

SOCIAL STUDIES
Becoming aware of the people in his community.
GOALS AND GUIDELINES: Social Studies in the Primary;
Unit 5: The Community;
Concept A; Activities A1-A16; Pages 106-108

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Old magazines Two posters - one labelled "Products" and the other labelled "Services."

TEACHER PREPARATION:

Prepare materials for two large posters (bulletin boards). Label one "Products" and the other "Services."

INSTRUCTIONAL PROCEDURES:

Have the pupils look through old magazines and try to find pictures of as many occupations as possible.

When the pupils find an occupation shown in a picture, cut it out and set it aside. Later, let pupils determine whether the picture should be put on the poster labelled "Products" or "Services."

Have the pupils tell where each picture goes and then paste them on.

SUPPLEMENTAL ACTIVITIES:

Using the posters as a reference:

1. Play a riddle game in which one pupil gives the clues and the others must guess the occupation.
2. Teacher names a product - pupils must name the occupation connected with the goods.
3. Teacher names a service - pupils must name the occupation connected with the service.
4. Encourage pupil to study a particular career in which he shows an interest.

SUMMARY:

Review the information illustrated on the posters in the room and discuss other pictures added as pupils bring them from home.

ASSESSMENT PROCEDURES:

DESCRIPTION

Teacher makes ditto sheets which depicts persons of various occupations on one side of the page and products on other. This may also be done for services.

DIRECTIONS:

The pupils are told to match occupations with goods or services.

KEY

Pupils will draw lines from occupation to goods or services such as, drawing a line from a baker to a loaf of bread and from a mailman to a letter.

Saint Louis Public Schools Career Education Project

WORKERS WHO PROVIDE SERVICES

DOMAIN: Career Awareness

CONCEPT: There are a wide variety of occupations which may be classified in various ways.

PERFORMANCE OBJECTIVES:

1. Pupil identifies workers with the tools used in performing their jobs.
2. Pupil categorizes a worker as one who provides a service.
3. Pupil identifies workers according to places where they work.

LESSON TIME: 30 minutes per week (2-15 minute periods)

GRADE LEVEL: Primary I (IS, 2S)

CURRICULUM AREAS:

Language Arts
Mathematics
Social Studies

NEW VOCABULARY: (Acquired gradually over the first semester)

service
representative
banker
librarian
gardener
zoo keeper
museum
electrician
helper
supplies
ecologist
animals
curator
papers
chef
doorman
matron
custodian
film operator
messengers

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Developing classification skills
Verbalizing about the world of work.

SOCIAL STUDIES
Being aware of people, places and industries in the community.
Goals and Guidelines: Social Studies in the Primary;
Unit 5; The Community: Section A,B and C. Pages 107-113

Recognizing school helpers.
Goals and Guidelines: Social Studies in the Primary;
Unit 3; A Healthy School Image; Section D; Pages 92-93

MATHEMATICS
Identifying numerals. Knowing the value of a penny, nickel, a dime.
Teacher's Guide for Mathematics: Kindergarten - Grade 8; Pages 3-4

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Pictures of workers from magazines, etc., for bulletin board display, depicting forms of work being taught. Booklets of sticker type seals that correlate with subjects being taught namely; farms, animals, wild animals, fruits, letters of the alphabet, numerals, 1-100.

TEACHER PREPARATION:

Make cards 1 1/2" x 2" (or larger) with the title of the worker written at the top and the room number at the bottom. Allow pupil to choose the seal that he wants on the card, thus identifying the seal. Place the seal in the center of the card which denotes the specific curriculum concepts that are being taught.

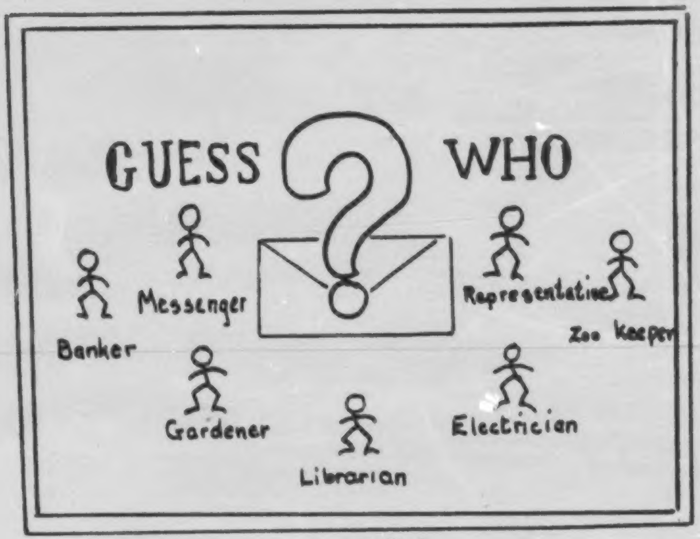
Example:

Banker
Room 24

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Bulletin Board


GUESS
WHO
Messenger
Banker
Representative
Zoo Keeper
Gardener
Librarian
Electrician

INSTRUCTIONAL PROCEFURES (cont.)

The teacher calls the attention to the workers displayed on the above bulletin board, explaining that these workers perform a service. After giving each pupil a slip of paper, 1 1/2" x 2 1/2" to write his or her first and last name, the teacher collects them in the large envelope on the bulletin board. A pupil is chosen to pull a name and designate the job that the named pupil will perform. The named worker will choose the seal representative of a curriculum skill being taught that week and wear the job title card, proudly assuming the duties of the worker in the classroom. Continue the same format until all jobs have neen assigned.

TASKS

Jobs are as indicated by card titles. The pupil will do the necessary tasks for their room. The bankers (2) will take lunch and milk orders daily. If the bankers are facing difficulty, spelling the names of the pupils at this level, the pupils must show their name cards as identification. The banker must take the orders to the office personnel (clerk, secretary, or teachers aide) and return with Vit-a-Lunch checks and/or tickets, count them before class and call individuals by name who receive lunch or milk at 11:50 a.m. The representatives (2) greet and welcome visitors, thank persons who extend help to the class, and lead the lines when passing.

The messengers take messages and reports to the office personnel and to other classroom. The zoo keeper feeds the fish and animals, assists in cleaning the aquarium or cages. Use the following list of suggested jobs and responsibilities for reference:

JOBS	DUTIES
1. Librarian	Arranges books attractively in the library corner. Checks books in and out on loan.
2. Gardener	Takes ccare of plants in the classroom.
3. Museum Curator	Attractively displays pupil's collections of objects, art, etc.
4. Electrician	Turns the lights on and off when necessary.
5. Ecologist	Constantly reminds the pupils not to be litter bugs and wasteful and to conserve energy by not leaving lights, radio, and televisions on at school as well as home.
6. Chef	See that classmates are aware of items being served daily on the Vit-a-Lunch menu.
7. Doorman	Opens and holds door for others.
8. Matron	Assists in clean-up activities in the classroom.
9. Custodian	Supervises clean-up activities.

SUPPLEMENTAL ACTIVITIES:

Play the game, Worker Says (similar to Simon Says). Have pupils stand and face one of the Workers of the Week. Tell them the name of the game and explain that the named worker of the week will be "It." Then tell the pupils they should do whatever the worker tells them to do if he says his job title first and the word says. For example, if the banker says, "Banker says, count from one to ten," the pupils should do so in unison. If, however, the banker says, "Count to ten," the pupils should not follow his or her directions. (The teacher must make sure that the worker only gives commands centered around the responsibilities of the worker).

Begin the game. Anyone who does not follow the directions of the named worker, preceded by the "__________" (job title) Says, or follows directions not preceded by "__________" (job title) Says, "Must sit down." The pupil standing, when all others have been eliminated, wins the game.

Allow each worker to be "It" at various convenient periods during the week. For example, after an art activity, allow the custodian to be "It" and give commands which will make clean-up time fun as well as constructive.

ASSESSMENT PROCEDURES:

Teacher - observation

SUMMARY

Discussion of work and outcomes by job holders drawing upon their work experience within the classroom, thus correlating their responsibilities with the actual responsibilities with the actual responsibilities of persons performing the job in the World of Work.

Saint Louis Public Schools   Career Education Project

WORKERS WHO PROVIDE SERVICE
(Restaurant Workers)

DOMAIN: Career awareness

CONCEPT: All persons have dignity and worth. (It is the worker, including his attitudes and the way he does his work, who brings dignity to his job).

Sub-concepts:
1. Some people earn money by providing services others need.
2. It takes many different kinds of work to provide service in a restaurant.
3. In many restaurants, each kind of work is done by different workers.
4. It is very important for workers to learn to plan and work together.

PERFORMANCE OBJECTIVES:

1. Pupil identifies pictured workers by their uniforms.
2. Pupil differentiates between pictured restaurant worker and other uniformed career service workers.
3. Pupil describes in his or her own words, the duties of the workers in a restaurant.

LESSON TIME: Approximately 15 minutes

GRADE LEVEL: Primary I (1S)

CURRICULUM AREAS:

Language Arts
Social Studies
Mathematics

NEW VOCABULARY:

Restaurant Owner (proprietor)
Manager
Head Waiter (Hostess-Cashier)
Waiter (Waitress)
Bus Boy
Chef
Cooks

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Expanding vocabulary and increasing understanding of words.
Recounting experience to his classmates.
Retelling in own words stories read or told by the teacher.
Participating in dramatizations of experiences observed.

SOCIAL STUDIES
Identifying the various types of food.
GOALS AND GUIDELINES: Social Studies in the Primary;
Unit 2: Family Identification and Family Needs;
CONCEPT

PREREQUISITE KNOWLEDGE (contd.)

Primary I Unit 2: Family Identification and Family Needs;
Concept D; Activity D-11; Page 81

Being aware of people in the neighborhood.
GOALS AND GUIDELINES: Social Studies in the Primary;
Primary I Unit 4: The Neighborhood;
Concept A; Activities A7, A-11; Pages 100-101

Being aware of places in the neighborhood.
GOALS AND GUIDELINES: Social Studies in the Primary;
Primary I Unit 4: The Neighborhood
Concept B; Activities B1-B9; Pages 101-102

Comparing own neighborhood with other neighborhoods.
GOALS AND GUIDELINES: Social Studies in the Primary;
Primary I Unit 4: The Neighborhood;
Concept C; Activities C 1-C9; Pages 102-103

MATHEMATICS
Matching (pairing) elements in sets.
Identidying sets and using the number line.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
I Like (Level 1S - page 6) Reading Systems (Teachers Manual Pages 35-36) *Modern School* Mathematics Structure and Use Pages 7-8; 47	World of Work Site Visitations Burger Chef #5 America Industrial Drive St. Louis, Missouri 63043 Pat 434-6811 Ext. 65 Jack Miller Contact Ms. Tommye Flemming 644-3300 Ext. 266 Collect/make work related attire (See Teacher Preparation Tasks) Collect various odds and ends for making equipment for the restaurant (Supplemental Activity #2) Suggestions: pudding boxes spools frozen food boxes kitchen-match boxes oval powder boxes small match boxes facial tissues Collection of pictured workers and customers in the restaurant. (Supplemental Activity 2)

PREREQUISITE KNOWLEDGE (contd.)

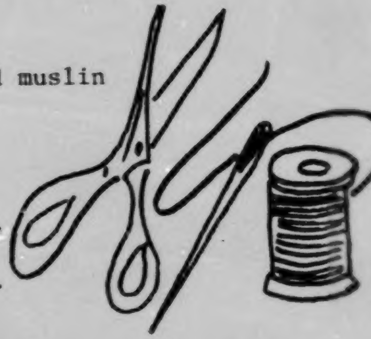
Set of numeral cards
Empty milk cartons
Toy cash register
Toy money
Menus (may consist of mild and coodies only)

TEACHER PREPARATION:

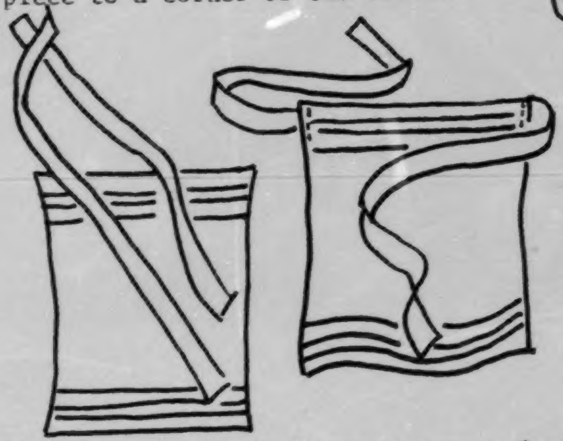
Assist pupils in making work-related attire.

Materials needed:

cotton dish towels or unbleached muslin
old clean shirts
ribbons for tying
needles and thread
crayons

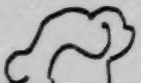


Using dish cloth or a piece of unbleached muslin, make a short-tie apron. Cut the ribbon into two pieces. Sew each piece to a corner of the towel. See picture below:



If you use unbleached muslin, the pupil can draw a colorful picture or a symbol which signifies the name of the restaurant. To keep the picture from rubbing off, iron the apron, picture-side of symbol-side down, on a damp cloth.

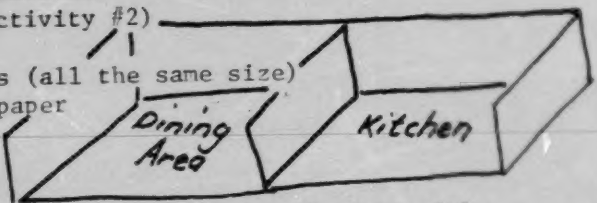
Other work-related attire needed:



Chef's hat
Waiter's Jacket
Waitress' hair ornament

Make a chalk outline, within the classroom, indicating the kitchen, dining, and cashier areas. No detailed preparation is needed as tables and chairs are standard equipment in a Primary I classroom.

Make a model restaurant. (Supplemental Activity #2)

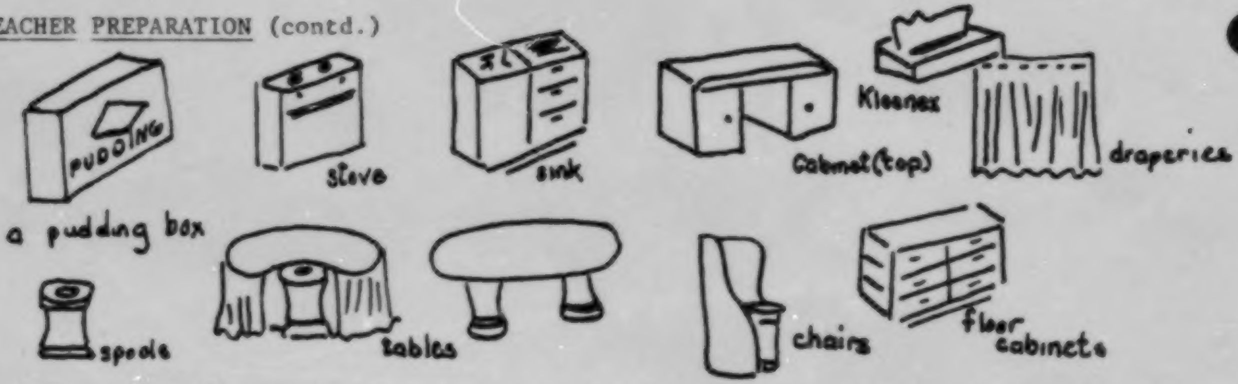


Materials needed:

2 large cardboard cartons (all the same size)
thin cardboard or stiff paper
tempera or poster paint
masking tape
Elmer's glue

Cut out the top and one side from each carton. Cover the rough edges with tape. Arrange the cartons to form the kind of building you want.

TEACHER PREPARATION (contd.)



If the cartons slip out of place, you can tack pieces of cardboard over the seams. Draw windows and doors on separate pieces of thin cardboard or construction paper. Cut out the windows and doors. Trace around the windows and doors to make a second set exactly like the first. After deciding exactly where you wish to have a door in the restaurant, pick up a pair of doors exactly alike. Put one of them inside the box, and the other one directly behind it on the outside of the box. Glue in place. Do the same with the other windows and doors.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

The teacher presents the news that she has five cartons of milk in which to play a numeral game. (*Modern School Mathematics*, page 47, Order on the Number Line). Pupils draw lots to see who gets the restaurant attendance numerals and not a zero.

TASKS

After a discussion about eating in various restaurants (pupil's experiences) and observing the work performed by each worker, the class will set up performance tasks for each worker in their classroom setting.

SUGGESTED LIST

Owner	• interviews worker for the various jobs and explains the performance tasks expected.
Manager	• sees that each worker performs his duties and sees that all operations run smoothly.
Head Waiter or Hostess	• greets customers courteously, seats them, etc.
Waiter or Waitress	• takes orders from customer, sets tables for customers, serve customers, emphasizing standing to the left of each customer, matching one order to one patron.
Chef	• plans menu and orders food, inspects serving tray carrying the order.
Cook	• cleans and prepares the food, places the food onto serving dishes or trays, etc.

INSTRUCTIONAL PROCEDURES (contd.)

Bus Boy or Bus Girl	• carries dirty dishes from the dining area to the kitchen, supplies the dining area with clean linens, silverware, and dishes, cleans shelves and equipment.
Cashier	• rings up and totals purchases on cash register, collects money, and makes change.

ROLE PLAYING

The teacher assigns jobs to various pupils and several pupils (teacher's choice) will be selected to act as customers. Each pupil will talk and act as the specific worker does, and through role-playing, will have an opportunity to express his feelings and ideas and to interpret jobs as he has experienced and observed them. The cuatomers will read their menus, give their orders, etc. The remainder of the class will observe and discuss dramatization. Teachers are encouraged to change workers and customers, thus allowing each pupil on various occasions to be a worker, a suctomer or an observer.

SUMMARY

Role-playing is "natural" for young pupils. They have spent most of their pre-school years imitating adult activities such as, setting a "play" table, "eating imaginary meals," and etc. This type of activity helps the pupil to relive and enjoy past experiences, clarify misconceptions, to understand relationships, to anticipate future experiences and to satisfy the desire to "act" like someone else.

SUPPLEMENTAL ACTIVITIES:

1. Take advantage of every opportunity for pupils to compare workers who wear uniforms. For example, when a pupil's mother brings cough medicine and asks that it be given to him at 1:00 p.m., you may establish a pretend clinic. This will help pupils distinguish between the look of a nurse in uniform and a waitress in one. A hastily made stethoscope and a reversed white collar can be made for the doctor. The nurse assists the doctor in administering the correct dosage of medicine. The doctor gives the pupil the medicine and some reassuring advice to the mother.
2. Using cardboard cartons and odds and ends, make furniture and equipment for the restaurant.

SUPPLEMENTAL ACTIVITIES (contd.)

Let pupils cut out pictured workers and customers, with scissors, and paste on cardboard. Then cut cardboard around the picture and place worker in the position desired. As the workers and customers are placed in various areas in the restaurant, stimulate discussion through questioning, such as:

Where would you put the chef? Why?
Why can't he be seated at the table in the dining area?

ASSESSMENT PROCEDURES:

Description

A simple pictorial test in which the pupils will:

a. identify the pictured workers by their uniforms or work-related objects.
b. distinguish the workers in a restaurant from other uniformed workers.

Directions

(Test A)

Draw a line from the worker to the uniform or worker to the uniform or work-related objects used by the worker.

(Test B)

Draw a line under each person who works in a restaurant.

Saint Louis Public Schools Career Education Project

WORKERS IN A TOY FACTORY
(Making Stuffed Animals)

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub Concept:
1. Work satisfies basic needs for goods as well as services.
2. Money is exchanged for work.
3. The successful completion of any given task often benefits others.
4. The cooperative efforts of many workers in a factory makes many tasks easier.

PERFORMANCE OBJECTIVES:

1. Pupil describes in his own words ways in which many workers can earn a living in a factory.
2. Pupil shows evidence of a positive attitude toward the requirements of factory labor.
3. Pupil shows evidence of a positive self concept as a result of the activities which guarantee individual success through physical application.

LESSON TIME: Approximately three -30 minute periods.

GRADE LEVEL: Primary I

CURRICULUM AREAS:

Language Arts
Mathematics
Social Studies

NEW VOCABULARY:

employee
employer
foreman
manager
supervisor
helpers
assemblers
designer
model maker
time keeper
inspectors
"laid-off"
"boss"
"coffee break"
"fired"
assembly line

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Understanding what he reads at this level.
Increasing use understanding of words.
Telling experiences with greater fluency.
Writing own stories on the chalkboard and copying them on paper after they have been corrected.

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS
Using capital letters at the beginning of sentences and periods and question marks at the end of sentences in his stories.

MATHEMATICS
Telling time to the hour and the half hour.

SOCIAL STUDIES
Being aware of family jobs at home and outside the home.
Goals and Guidelines; Social Studies in the Primary;
Primary; Unit 2; Family Identification and Family Needs.
Concept C; Activities C2 and C3; Page 79.

Being aware of people in the neighborhood.
Goals and Guidelines; Social Studies in the Primary;
Primary; Unit 4: The Neighborhood;
Concept A; Activities A6 and A7; Page 100

Being aware of industries in the community.
Goals and Guidelines; Social Studies in the Primary;
Primary; Unit 5: The Community;
Concept C; Activities C1-C7; Page 110

RESOURCE REQUIRED:

Found Within the Lesson	Teacher Acquired
	Films: Why We Have Special Jobs: The Man Who Made Spinning Tops: Workers Series: Curriculum Guide: *Goals and Guidelines:* Social Studies in the Primary Text: Scotts Foresman Series: Level 1-S; Page 92 (Teachers Manual) Collect: Corduroy fabric Foam rubber Chips for stuffing Old laundered nylon hosiery Magic markers Construction Paper Resource persons (Workers in a factory)

TEACHER PREPARATION TASKS:

Make a survey of parents who work in factories.
Invite them to speak to class.
Cut and stitch on sewing machine two pieces of corduroy together in the shape of a bear.
Make a large sign for classroom door.

Example:

MULLANPHY TOY FACTORY

Opening Here

____
(date)

Employees must be members of

Local __ #204

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Ask several pupils to bring stuffed animals to school and show them to the class. Discuss how they think the animals were made. Did one worker make the whole thing? Do you think several workers made these toys. What kind of jobs do you think the people did to make these toys? List job titles on the chalkboard using the words in the New Vocabulary.

Review the story of Corduroy with the pupils using page 92 on Teacher's Manual Level 1-S as your guide.

TASKS:

Invite two or more parents (resource persons) to talk with the class about their work in a factory. Encourage parents to wear uniforms and bring as many work related objects as possible. Allow each to ask questions.

Examples:

1. Where do you work?
2. What do you do?
3. What is the name of your job?
4. What skills do you need to know to do your job well?
5. Do you need to go to a special school to learn to do this job?

Make sure that they explain the use of the time clock and the importance of arriving at work on time from home, "coffee break," and lunch time. Have them explain that a lot of talking is not permitted during work time and the policy of "firing" and "laying off."

TASKS:
Have the resource persons list the many workers who work with them, telling what they do and how they work together to get a finished product.

With the assistance of the resource persons, set up a toy factory within the classroom using the primary tables as work tables. Display the sign in an attractive place. Allow pupils to apply for the various occupations available in the factory. (Teacher may use list of workers or job titles listed under NEW VOCABULARY or others of her choice). Accept twelve applicants and explain their duties to them. Time tickets or cards may be made from 3" X 5" index cards hung on a bulletin board or set on the chalkboard ledge. Explain that being on time means that "others can depend on you to do your job so that they can do theirs.

The teacher may act as the "designer." The resource persons may act as a "manager" or "supervisor" observing each pupil's work and habit along with the remainder of the class.
Assign pupils to their perspective work areas and proceed with the assembling of the stuffed bears.

SUMMARY:
The pupils attempt to evaluate pupil factory workers. Through discussion, the pupils will actually realize how the cooperative efforts of all the workers results in a finished product that will make each one very proud to have participated in its assemblance.

Suggested questions for guiding the discussion:

1. Was it easy to learn a new job?
2. Could you do it as well as your first job?
3. What could have happened if someone had not come to work and no one could do his task?
4. What would have happened if someone decided to play with the stuffing and not stuff the bears?

SUPPLEMENTAL ACTIVITIES:
Allow the other pupils to participate in the same activity until they all have a chance to participate. If resource persons are not available, appoint two pupils who successfully participated at the previous time, to the job of "manager" and "supervisor." Let it be a "promotion" for demonstrating outstanding performance.

SUPPLEMENTAL ACTIVITIES: Cont'd

Have "Show and Tell" time in which pupils will bring other toys to school and talk about their construction and the many workers involved in the assembly of the toys.

Let the pupils role-play: Let several pupils be inspected by another during other activities.

Example:

Inspecting clean-hands before going to lunch or before handling library books.

ASSESSMENT PROCEDURES:

The pupils or pupil will make up very simple riddles using one word from the NEW VOCABULARY as the answer in each instance.

Example:

A ten minute rest period in a factory is called a ______ ______. (Teacher Constructed)
coffee break OR

Recess in a factory is called a ______ ______ (Pupil Constructed) coffee break

Teacher-Observation

Saint Louis Public Schools Career Education Project

CAREER BEAN BAG TOSS
(A Game)

DOMAIN: Career Awareness

CONCEPT: There are a wide variety of occupations which may be classified in various ways.

Sub-Concepts:
1. Workers may be classifed by the various tasks performed on their jobs.
2. Workers may be classified by the work performed in the neighborhood and community.

PERFORMANCE OBJECTIVES:

1. Pupil identifies by job title many workers who come into the neighborhood or community.
2. Pupil describes in his or her own words, the duties or tasks of each worker.
3. Pupil identifies workers by their uniforms, tools, or work-related objects.

LESSON TIME: 20-25 minutes

GRADE LEVEL: Primary I

CURRICULUM AREAS:
Language Arts
Mathematics
Social Studies

NEW VOCABULARY: List of eight or ten careers. (Teachers choice)

Examples:
- barber
- maid
- meter reader
- butcher
- grocer
- secretary
- clerk
- policeman
- pediatrician
- electrician

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Expanding and using new vocabulary.

MATHEMATICS
Recognizing the numerals 1-10

PREREQUISITE KNOWLEDGE Cont'd

SOCIAL STUDIES

Being aware of people in the neighborhood.
GOALS AND GUIDELINES: Social Studies in the Primary
Primary I, Unit 4: The Neighborhood; Concept A;
Activities A3; A6-A11.

Being aware of places in the neighborhood.
GOALS AND GUIDELINES: Social Studies in the Primary
Primary I, Unit 4: The Neighborhood; Concept B;
Activities B1, B2, B5, B9.

Being aware of people in his community.
GOALS AND GUIDELINES: Social Studies in the Primary
Primary I, Unit 5: The Community; Concept A;
Activities A1-A4, A7-A16.

Being aware of the places in his community.
GOALS AND GUIDELINES: Social Studies in the Primary
Primary I, Unit 5: The Community; Concept B;
Activities B1-B6.

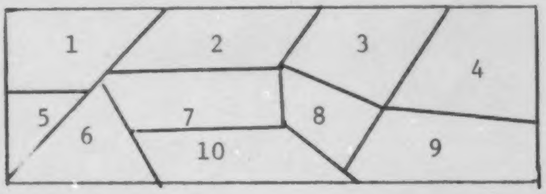
RESOURCES ACQUIRED:

Found Within the Lesson	Teacher Acquired
None	See Teacher Preparation Tasks

TEACHER PREPARATION TASKS:

1. Make a game field.
   Materials needed:
   Kraft paper (on roll) 36 to 40 inches long.
   or
   Vinyl Game Field (Little Kenny Publications, Inc.)
   Magic Marker or Crayons

Directions:
Divide the kraft paper or vinyl game field into sections with a black magic marker. Number the sections from 1-10. Mix-up the numbers for fun. (See diagram below).



TEACHER PREPARATION TASKS:

2. Make two bean bags.
   Materials needed:
   2 felt rectangles 3 1/2 X 7", needle, thread and beans.

Directions:
Fold felt pieces in half to make a square 3 1/2" on each side. Sew two of the sides, fill with beans and continue to sew until closed.

3. List ten careers on the chalkboard giving each a number.

CAREERS

1. Barber
2. Maid
3. Meter Reader
4. Butcher
5. Grocer
6. Secretary
7. Clerk
8. Policeman
9. Pediatrician
10. Electrician

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

We are going to play a game called, Career Bean Bag Toss. Let's select two captains and have each captain select four members for each team. The rest of us will keep score. We will see how many of us remember the careers we have studied.

TASKS:

After the game field is taped to the floor, each team member is given a chance to throw the bean bag on the field. Wherever the bean bag lands, the child who threw it, must determine the career to be named, tasks performed, and describe the workers apparel, tools or work related objects. If the child does the above successfully, then five points is given to his or her team. If a team member can not perform all of the specified tasks, no points will be given to his or her team. The first team that accumulates a total of 25 points is designated the winner. If time permits, reorganize and allow the other children to participate.

SUMMARY:

This game-like activity is to be used as a follow-up on any study of career education. It permits the teacher to review the careers which the children found difficult to identify and describe.

SUPPLEMENTAL ACTIVITIES:

Using the same format as stated above, the teacher may find it more advantageous to draw symbols or tools beside the numerals for very young children or children having difficulty in recognizing the printed word.

OUR PUBLIC SERVANTS
(Postal Worker)

DOMAIN: Career Awareness

CONCEPT: There are a wide variety of occupations which may be classified in various ways.

Sub-concept:
Workers may be classified according to the services they provide, the places where they work, and the uniforms they wear.

PERFORMANCE OBJECTIVES:

1. Pupil identifies workers in the Post-Office as persons who provide a service.
2. Pupil identifies workers by the Post-Office building (with U. S. flag flying in front) where they work.
3. Pupil identifies postal workers by their uniforms.
4. Pupil identifies postal workers by the vehicles they work in and from.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary I

CURRICULUM AREAS:
Language Arts
Mathematics
Social Studies
Art
Writing

NEW VOCABULARY: (To be developed)
cancel (re: stamps)
United States (flag emphasis)
postal
sorting

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Engaging in informal conversation with his teacher and his classmates.
CURRICULUM GUIDE IN LANGUAGE: ARTS FOR KINDERGARTEN

Speaking with confidence before a group.
CURRICULUM GUIDE IN LANGUAGE: ARTS FOR KINDERGARTEN

Understanding that names are used to identify people, places, objects and actions.
CURRICULUM GUIDE IN LANGUAGE: ARTS FOR KINDERGARTEN

PREREQUISITE KNOWLEDGE (continued)

Understanding that a direction or a position or both are needed to locate people, places and things. CURRICULUM GUIDE IN LANGUAGE: ARTS FOR KINDERGARTEN

SOCIAL STUDIES:
Being aware of workers in the community. *GOALS AND GUIDELINES:* Social Studies in the Primary; Unit 4: The Neighborhood and the Community; Concept C; Pages 37-39.

MATHEMATICS
Counting 1-10.
Teaching Guide for Mathematics
Kindergarten - Grade 8.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Color Chart Writing Chart (Manuscript) Library Books (Post Office, Mailman, etc.)

TEACHER PREPARATION:

Get permission from the District, School, and parent for a World of Work site visitation to the Post Office.

Contact the manager of the Main Post Office or one of the Branch Post Offices for a date for a guided tour.

Make three ruled lines on individual long business size envelopes for each pupil to write his mother's name and address.

Write a simple message on the chalkboard for pupils to copy for enclosure in above envelope.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION
Select and read to class a library book about the Post Office and its workers. Encourage the pupils to share with the class their experiences at the Post Office and the workers, such as:

1. sending and receiving packages to their grandparents, friends, and etc.
2. mailing and receiving cards at Christmas, birthdays, and other special days.

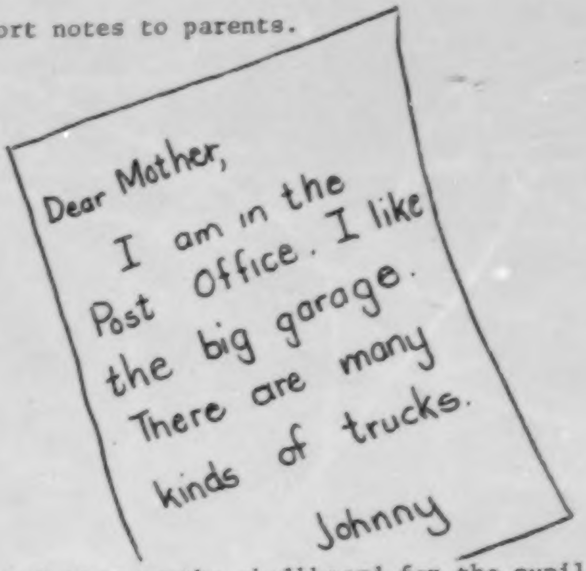
INSTRUCTIONAL PROCEDURES (cont'd.)

TASKS

Discuss and talk over plans for a World of Work site visitation with pupils. Discuss rules of conduct on such a tour, what facts might be learned about available jobs, and the questions pupils might like to ask guide, viz;

1. What kinds of jobs are available?
2. How did school help the workers?
3. What skills do the workers need to know to do the job in the various departments?

The pupils dictate short notes to parents.



Dear Mother,

I am in the Post Office. I like the big garage. There are many kinds of trucks.

Johnny

The teacher writes the letter on the chalkboard for the pupil to copy as a writing lesson.

Have pupils address their envelopes during the period for their writing lesson.

SUPPLEMENTAL ACTIVITIES:

Pupils draw crayon pictures of scenes they remember from being inside the work area of a Post Office.

The pupil will note how many days the letter needed to reach their homes.

The pupils will purchase a 10¢ stamp with a dime in the classroom and get no change (10¢-10¢=0). This stamp will be used to mail a letter home from a mail box near the school. It will be put in the box at the same time of day they posted the first letters at the Post Office to see if mail is handled more quickly or slower.

SUMMARY

The children learned that Post Office workers must learn to read, write, use numerals and the alphabet.

PRIMARY II

WHAT CAN I DO?*

ALL ABOUT ME**

WORKERS WHO KEEP US SAFE

WORKERS IN OUR NEIGHBORHOOD

WORKERS IN OUR NEIGHBORHOOD

WORKERS WHO HELP US LOOK OUR BEST

WORKERS IN THE COMMUNITY

WORKERS IN THE COMMUNITY

WORKERS IN THE POST OFFICE

*Contents may be found in the Kindergarten section.

**Contents may be found in the Primary I section.

WORKERS WHO KEEP US SAFE

DOMAIN: Career Awareness

CONCEPT: All persons have dignity and worth. (It is the worker, including his attitudes and the way he does his work who brings dignity to the job.)

Sub Concepts:
1. All work is important.
2. Areas in the world of work are interdependent.
3. Service occupations are based upon the needs of the community.

PERFORMANCE OBJECTIVES:

1. Pupil describes the activities of the workers in the police department.
2. Pupil relates the responsibilities of each worker to a position in the police department.

LESSON TIME: Approximately 15-20 minutes

GRADE LEVEL: Primary II

CURRICULUM AREAS:
Language Arts
Social Studies

NEW VOCABULARY:
Chief of Police
patrolmen
dispatchers
Bureau of Missing Persons

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Unlocking unfamiliar words which contain silent letters.

SOCIAL STUDIES
Understanding the need for workers in the neighborhood.
Goals and Guidelines; Social Studies in the Primary;
Unit 2: Neighbors And Neighborhoods; Pages 170-171.

Understanding that when people work together in the community, they need rules and laws to obey.
Goals and Guidelines; Social Studies in the Primary;
Unit 3: Growth Of Communities; Page 174.

RESOURCES REQUIRED:

Found Within The Lesson	Teacher Acquired
NONE	NONE

TEACHER PREPARATION:

Label a box BUREAU OF MISSING PERSONS.
Make 3 X 7 flash cards of your current reading vocabulary and a number of words which belong to a WORD FAMILY.

Example: The ILL Family

Bill	till	still
will	kill	skill
sill	fill	spill
dill	mill	drill
pill	Jill	grill

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Today, we are going to play a game called LOST PUPILS in which we will pretend that we are some of the workers in the police department. As we play the game, we will see how some of the workers help one another as well as help the people in the community.

TASKS:

The teacher appoints a pupil to act as Chief of Police and another pupil to act as a dispatcher. The others are patrolmen riding in their cars in pairs. The teacher announces to the Chief of Police that she is Mrs. Ill and has lost her pupils while shopping. The Chief of Police calls the dispatcher and tells him to order the patrolmen to hunt for them. The dispatcher relates the message to the patrolmen. Some of the policemen may look through the BUREAU OF MISSING PERSONS (a box containing a number of words) some of which may belong to the Ill family. Others may look in the park (along the window ledges, there are more cards faced down), or in the streets (on the desk or the chalkboard ledge), where there are more cards. The policeman who find the most pupils may be rewarded by a medal or a promotion.

SUMMARY:

Review how each person assisted in helping Mrs. Ill find her pupils. Emphasize the importance of working together, listening, following directions, speaking clearly and distinctly as well as rendering a service to the community.

SUPPLEMENTAL ACTIVITIES:

1. Using the same procedure as previously stated in TASKS under INSTRUCTIONAL PROCEDURES with two exceptions;
   a. The teacher may be call Mrs. Word Power.
   b. The lost pupils can review words from a reading lesson that has been previously taught.

2. Using the same ideas as formulated in TASKS under INSTRUCTIONAL OBJECTIVES, adopting to other jobs available in the police department such as correlating the duties of a detective with discovering word clues, correlating the duties of a photographer with the skill of configuration, etc.

ASSESSMENT PROCEDURES:

DESCRIPTION:

Make a multiple choice list.

Example:

1. A dispatcher
   a. directs traffic.
   b. repeats orders from the Chief of Police.
   c. washes dishes.

2. The Chief of Police
   a. gives orders to the patrolmen.
   b. directs traffic.
   c. runs a service station.

3. A patrolman
   a. teaches school.
   b. helps people in trouble.
   c. sleeps in a police car.

4. Policemen
   a. sit at home when on duty.
   b. work for the newspaper.
   c. help protect us.

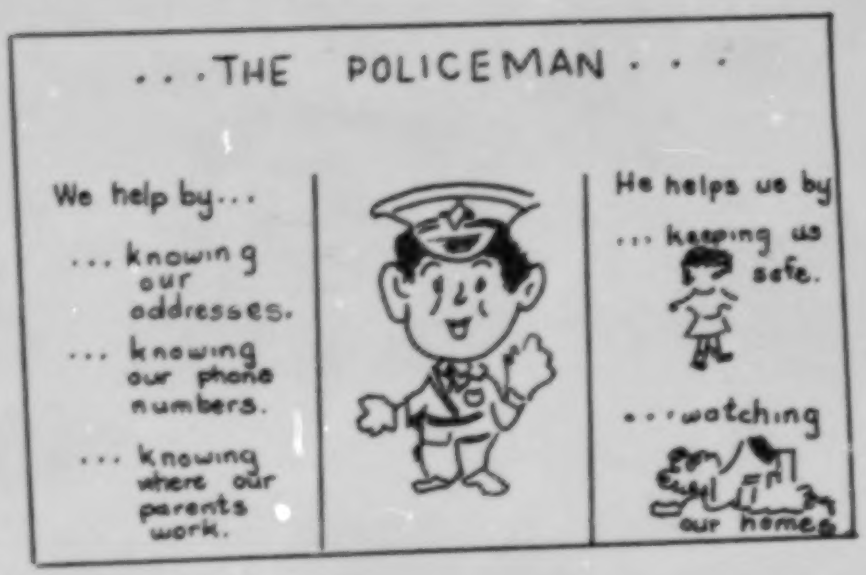
5. The Chief of Police
   a. sees that all workers do their best to help us with our problems.
   b. arrests law breakers.
   c. warnes the patrolmen.

ASSESSMENT PROCEDURES: Cont'd

DIRECTIONS:
Draw a line from the name of the worker in the police department to the best phrase which tells us what he or she does.

KEY:

1. b
2. a
3. b
4. c
5. a


. . . THE POLICEMAN . . .
We help by . . .
. . . knowing our addresses.
. . . knowing our phone numbers.
. . . knowing where our parents work.
He helps us by
. . . keeping us safe.
. . . watching our homes.

WORKERS IN OUR NEIGHBORHOOD

DOMAIN: Career Awareness

CONCEPT: There are a wide variety of occupations which may be classified in various ways.

Sub Concepts:

1. Occupations available may be classified according to the needs of the neighborhood.
2. Occupations may be classified according to the goods and the services that they provide in the neighborhood.
3. Occupations may be classified according to the tools or work-related objects they use.
4. Occupations may be classified according to the uniforms that they wear.
5. Occupations may be classified according to the places where they work in the neighborhood.'

PERFORMANCE OBJECTIVES:

1. Pupil identifies various workers with the tools or work-related objects they use in performing their duties.
2. Pupil categorizes various workers as providers of goods or services.
3. Pupil identifies workers with the uniforms they wear.
4. Pupil identifies workers according to places in the neighborhood where they work.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary II and Primary III

CURRICULUM AREAS:

Language Arts
Social Studies
Mathematics

NEW VOCABULARY: (List of workers and businesses in the neighborhood.)

tools
goods
services
uniforms
business
neighborhood

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Extending vocabulary and telling stories of length and complexity.

Giving oral directions, explanations and descriptions.

Writing stories, letters, directions, explanations and descriptions on the chalkboard with increasing independence.

PREREQUISITE KNOWLEDGE: Cont'd

SOCIAL STUDIES

Primary II

Understanding the need for workers in the neighborhood.
Goals and Guidelines; Social Studies in the Primary;
Unit 2: Neighbors and Neighborhoods;
Concept D; Activities D1-D9; Pages 170-171

Primary III

Recognizing that education is related to job opportunities in any location.
Goals And Guidelines; Social Studies in the Primary;
Unit 2: Our City, St. Louis;
Concept C; Activities C1-C10; Pages 226-228.

MATHEMATICS

Counting, reading and writing numerals by counting houses, types of businesses and buildings.

Measuring in order to find out how much space is needed.

Recognizing geometric forms (circle, square and rectangle and half circles) observable in various structures.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Map of an interesting block within the school neighborhood. Suggestion for a Career Education Center. Worksheet #1 Design for Building a House. Worksheet #2 Categorizing Workers.	2 Cassette tape recorders (battery operated) Blank cassette tapes 1 Kodak Instamatic Camera with film (Principal's Office). 4 X 6 Index Cards (Task 2) Butcher paper (Task 3) Collection materials (Task 4) . Milk cartons of all sizes . Paint mixed with detergent . Sawdust . Twigs . Stones . Cardboard . Construction paper

RESOURCES REQUIRED: Cont'd

Discarded magazines and newspapers (Supplemental Activity 3)

Bag (large)

Flash Cards (Supplemental Activity 4)

TEACHER PREPARATION TASKS:

Have pupils tape directions to neighborhood stores or businesses with which they are familiar.

Display tools or work-related objects attractively. (See suggested bulletin board in career center.)

Duplicate copies of the Worksheets.

Label the bag with the following caption, THE JOB IS IN THE BAG for a game. Enlist help from the pupils to find, for cut out and paste pictures from magazines which represent some of the jobs they saw when they made their World of Work trip in a neighborhood business area. Place all job pictures in the job bag.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Take a walk around the school neighborhood with the class and a portable or battery operated cassette tape recorder and a camera for the following suggestions;

1. Describing a building where a business is located.
2. Interviewing business proprietors, managers, storekeepers or workers in the area.
3. Taping the comments of the pupils as they test previously taped walking directions to a certain location.
4. Taking pictures of the workers performing their task.

Allow time for a thorough discussion when back in the classroom. The teacher can stimulate conversation about the neighborhood and its workers the questions such as:

1. What is a neighborhood? (Refer to definition given in *Goals And Guidelines;* Social Studies In The Primary.
2. What businesses are in our neighborhood?
3. Were the directions that ________________ gave us explicit
   pupils' name
   or clearly stated?
4. Who works there?
5. Who provides us with goods there? with services?
6. Who can tell us some of the services we can receive there?
7. Who can tell us some of the goods we can purchase there?

INTRODUCTION:

8. What are some of the tools or work-related objects we saw and collected.
9. Did the worker in ________________ (business) wear a uniform?

TASKS

1. The teacher will draw neighborhood map on the board and have the pupils locate the businesses. This can be done with one of the interesting blocks. An example of an interesting block and/or business area within the school district is listed below. (Mullanphy School)

1800 Block of South Thirty-Ninth Street (Between Shaw Blvd. and De Tonty Avenue)

Cre Co Pharmacy
1833 S. 39th Street

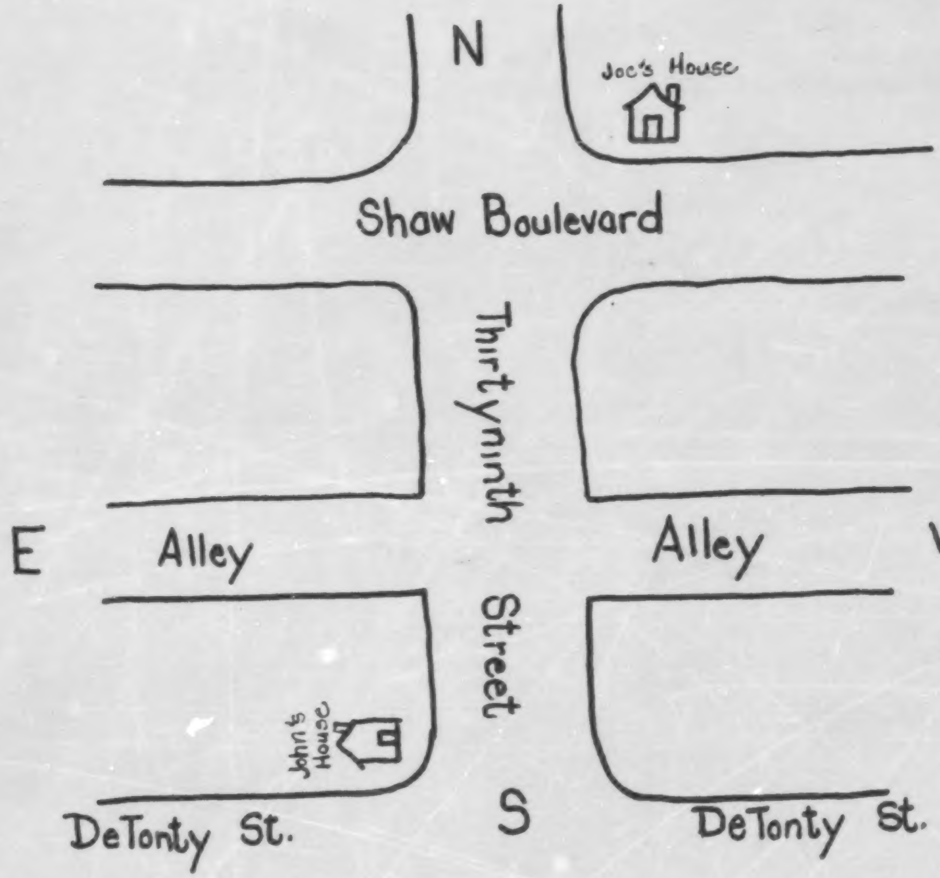
Dentist
(Dr. Jacob Reby and Dr. Adele W. Reby)
1821 South 39th Street

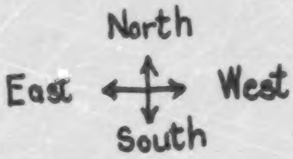
Charm Beauty Shop
1819 South 39th Street

The Faragon Shop
1817 South 39th Street

Ehnes Pastry Shop
1807 South 39th Street

Thirtyninth Street Super Market
1803 South 39th Street


N
Joe's House
Shaw Boulevard
Thirtyninth Street
E
Alley
Alley
W
John's House
S
DeTonty St.
DeTonty St.


North
East
West
South

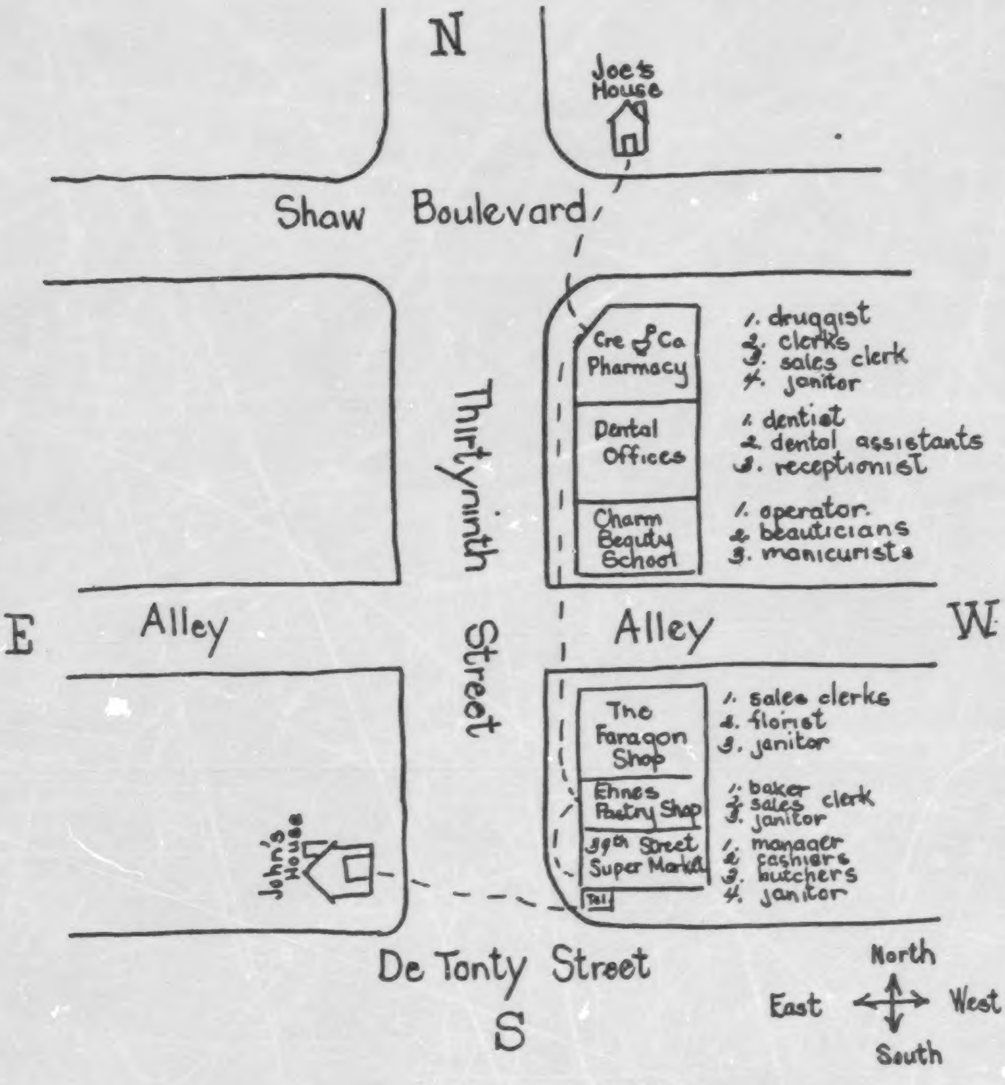
Directions:

1. There is a pharmacy on the N.W. corner of Shaw and Thirtyninth Street. Draw a box for the building and write the name of the pharmacy on the box in the corner.
2. Write the occupational title of the workers employed in the pharmacy to the right of the building.
3. Next door or housed in the same building are some offices. Draw the box and write the name of the office on it. Behind the box, identify the workers housed there.
4. Going south on South Thirtyninth Street from Shaw Blvd. is a beauty school. Add the box on to the offices and name the building.
5. Identify the workers in the building.
6. On the west side of the alley are three more businesses. Draw the boxes and identify the businesses.
7. Behind or to the right of each business, write the occupational title of the workers housed in these businesses.
8. Joe's mother sent him to get her medicine, some doughnuts and a half gallon of milk. With your pencil, draw a broken line to show the path that Joe took to obtain these items.

9. On the back of your paper, list the places where Joe went.

10. At seven o'clock in the morning, John's mother was ill and could not report to work. She asked John to call her employer. None of the businesses were opened. Where did John go to make the call? Draw a small box and place it where it belongs on the map. Write telephone on it.

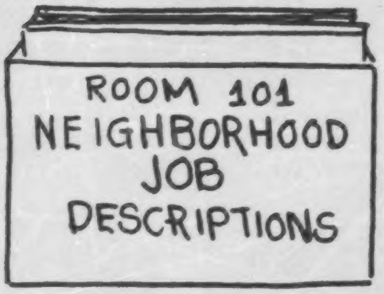
(Answer Key)

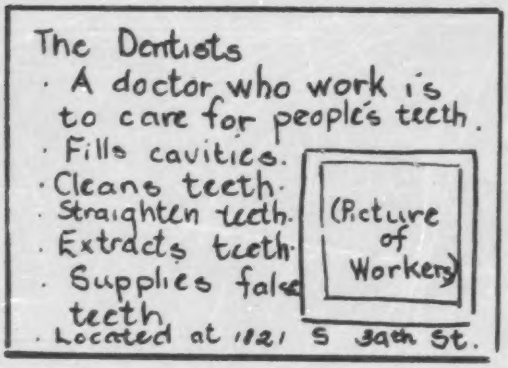

N
Joe's House
Shaw Boulevard
Thirtyninth Street
Cre & Co Pharmacy
1. druggist
2. clerks
3. sales clerk
4. janitor
Dental Offices
1. dentist
2. dental assistants
3. receptionist
Charm Beauty School
1. operator.
2. beauticians
3. manicurists
E
Alley
Alley
W
The Paragon Shop
1. sales clerks
2. florist
3. janitor
Ehnes Pastry Shop
1. baker
2. sales clerk
3. janitor
39th Street Super Market
1. manager
2. cashiers
3. butchers
4. janitor
Tel.
John's House
De Tonty Street
S
North
East
West
South

TASKS

2. After taking a World of Work walk, the pupils will make job description cards. They should include a picture of the worker. Pupils may recall information from looking at the pictures of the worker or from listening to people who were interviewed on the trip.

Example:


ROOM 101
NEIGHBORHOOD
JOB
DESCRIPTIONS



The Dentists
- A doctor who work is to care for people's teeth.
- Fills cavities.
- Cleans teeth.
- Straighten teeth.
- Extracts teeth.
- Supplies false teeth
- Located at 1121 S 39th St.

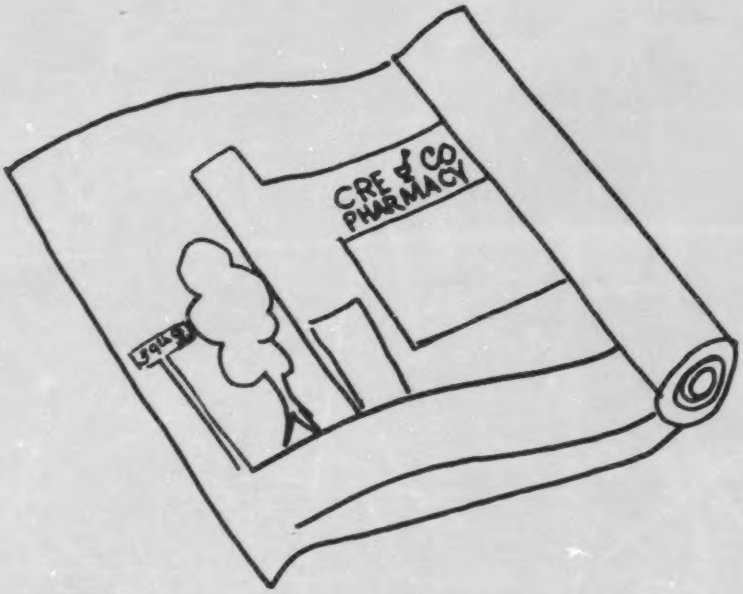
(Picture of Workers)

INSTRUCTIONAL PROCEDURES: Cont'd

TASKS

3. Encourage a group of pupils to make their own mural of the neighborhood business area. They must concentrate on careers housed in these buildings:

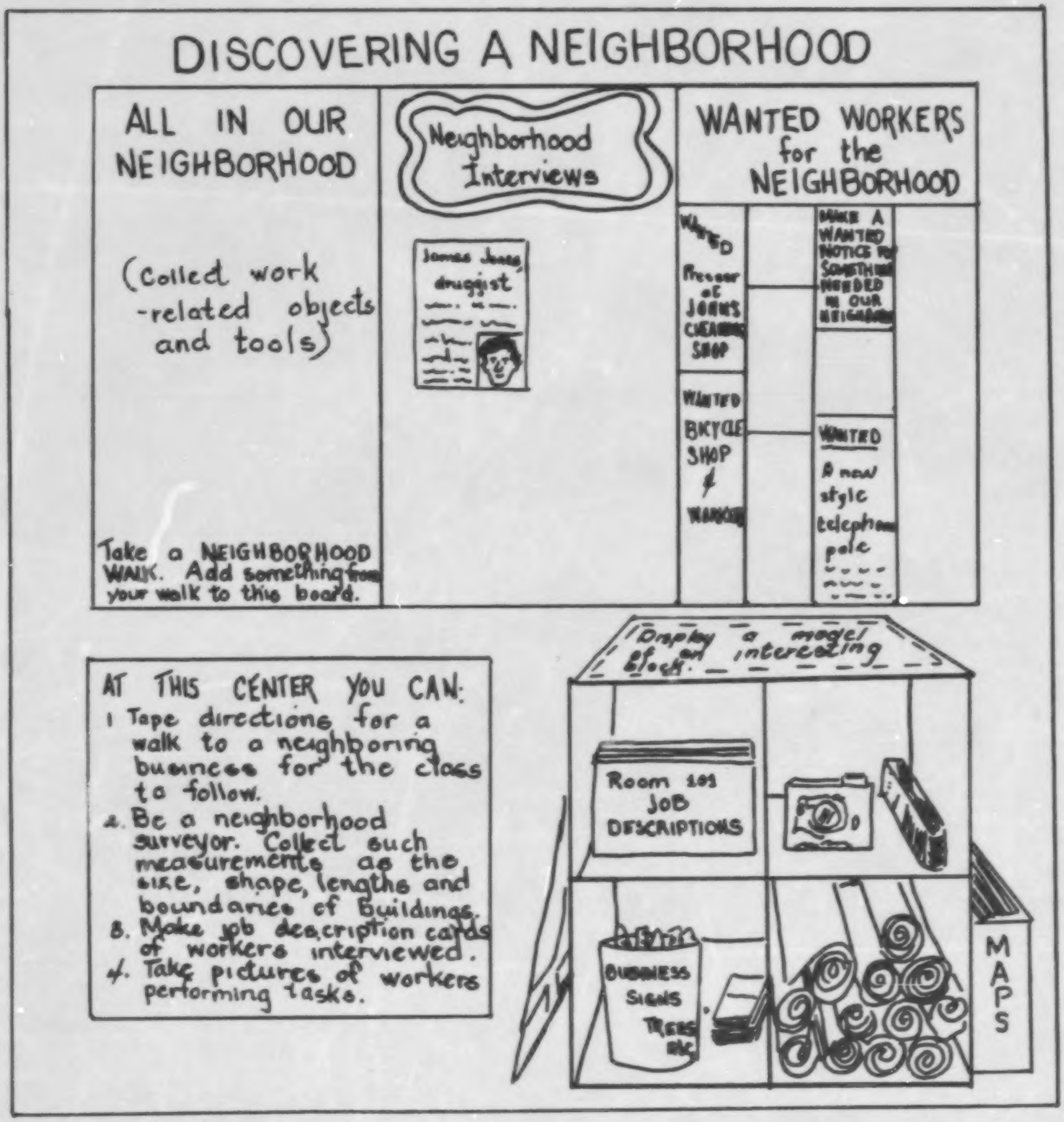
Example:



4. Divide the pupils into three groups and allow them to select a block on which to work. Build each block on a table. If tables are not available, draw a section on the floor for each block to occupy. Milk cartons will make fine buildings. If the structures which house the business are flat, the tops must be cut off the carton easily and the carton can be turned upside down. Pupils may paint the cartons to represent the color of the actual buildings. A supply of sawdust or pencil shavings can be used for the ground. White cardboard or black drawing paper may be used for streets. Tree branches and stones may be used where desirable for trees, bushes and etc. The teacher should guide each group to be as realistic as possible. (See SUPPLEMENTAL ACTIVITY #1 for a variation).

SUMMARY:
The following activities will not only familiarize the pupils with the many careers in the World of Work, but will build cohesive feelings of respect for the workers in the neighborhood.

A CAREER CENTER


DISCOVERING A NEIGHBORHOOD
ALL IN OUR NEIGHBORHOOD
(Collect work-related objects and tools)
Neighborhood Interviews
James Jones, druggist
WANTED WORKERS for the NEIGHBORHOOD
WANTED Presser of JONES CLEANING SHOP
WANTED BICYCLE SHOP & WORKERS
MAKE A WANTED NOTICE FOR SOMETHING NEEDED IN OUR NEIGHBORHOOD
WANTED A new style telephone pole
Display a model of an interesting block.
Room 101 JOB DESCRIPTIONS
BUSINESS SIGNS TREES ETC.
MAPS

Take a NEIGHBORHOOD WALK. Add something from your walk to this board.

AT THIS CENTER YOU CAN:

1. Tape directions for a walk to a neighboring business for the class to follow.
2. Be a neighborhood surveyor. Collect such measurements as the size, shape, lengths and boundaries of buildings.
3. Make job description cards of workers interviewed.
4. Take pictures of workers performing tasks.

Design a new building using information from those we saw. Choose each feature from a different building in your neighboring area.

DESIGN A BUILDING FOR A NEW BUSINESS

Features you may wish to include:

- door
- window
- canopy
- awnings
- window display
- advertisement

List those workers who should be employed in this business. (Feel free to stretch your imagination...create a business needed in the future).

CATEGORIZE:

Categorize into the appropiate cluster all of the work in businesses in the block.

Business and Office

Public Service

Personal Service

Health

Marketing and Distribution

SUPPLEMENTAL ACTIVITIES:

1. Variations of Task #2.
   The cartons may be painted with wheat paste and covered with sawdust to resemble brick. The blocks may be made on unbleached muslin with streets made with stichery. The building may be also cut from felt and glued to the muslin with white glue.

2. Worksheet #1 and #2 (optional)

3. Have pupils arrange their chairs in a circle. Appoint one child to be "It". "It" will sit in the center of circle with the "Job" bag in front of him or her. "It" will say, "The Job Is In The Bag" and draw from the bag a picture of a worker and call on a pupil to identify the worker, place of business and work-related objects or tools. If the pupil is able to identify all three, then he becomes "It". As a variation, you may want to have the pupils describe the duty of the workers or tell what services or goods, the worker provides to the community.

ASSESSMENT PROCEDURES:

1. The teacher will list on the chalkboard several businesses in the neighborhood. The pupil will list at least two workers in each business.

2. The pupils will list or identify the tools used by the workers.

3. The pupils will write a short paragraph describing the uniform of one of the workers.

4. The pupils will list the workers in two categories.

Example:

Provides Goods	Provides Services
1. baker	1. dentist
2. grocer	2. beautician
3. etc.	3. etc.
4.	4.

Saint Louis Public Schools   Career Education Project

WORKERS IN OUR NEIGHBORHOOD

DOMAIN: Career Awareness

CONCEPT: There is an interdependence among members of society.

PERFOMRANCE OBJECTIVES:

1. Pupil identifies workers in their neighborhoods and communities.
2. Pupil matches the occupational titles of workers with descriptions of their duties.
3. Pupil matches the occupational titles of workers with their tools or work-related objects.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary II

CURRICULUM AREAS:
Language Arts
Social Studies

NEW VOCABULARY: (To be developed)

- fireman
- hook and ladder
- life net
- snorkel
- axe
- ladder
- extinguisher
- snozzles
- hose
- gas mask
- rope
- policeman
- notbook
- handcuffs
- gun belt
- whistle
- night stick
- doctor
- stethoscope
- rubber hammer
- flashlight
- thermometer
- mailman
- bag
- uniform
- grocer

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Increasing his understanding of words.

Giving directions, explanations and descriptions orally.

Writing stories idependently on the chalkboard and copying them on paper after they have been corrected.

Writing simple sentences using words which involve the skills taught in spelling.

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS:
Participating in group proofreading of stories written by his classmates on the chalkboard.

SOCIAL STUDIES
Understanding the need for workers in the neighborhood.
Goals And Guidelines: Social Studies In The Primary; Primary II.
Unit 2: Neighbors And Neighborhoods;
Concept D; Activities D1-D9; Pages 170-171.

Learning that when people work together in a community, they need rules and laws to obey.
Goals And Guidelines: Social Studies In The Primary; Primary II.
Unit 3: Growth of Communities;
Concept D; Activities D1-D4; Pages 174.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	3 x 7 flash cards
	Study Pring (Audiovisual Services)
	Community Helpers Series 867-401 Dairy Helpers 867-402 Fire Department Helpers 867-403 Police Department Helpers 867-404 Postal Helpers 867-405 Supermarket Helpers
	Films (Audiovisual Services)
	Community Helpers 164-104 The Sanitation 150-110 Fire Engines 171-133 Why We Have Taxes: The Town That Had No Policeman
	Sound Filmstrip (Aduiovisual Services)
	Community Workers & Helpers Services
	Group I 771-464 Doctor's Office Workers 771-462 Library Workers 771-461 School Workers 771-463 Supermarket Workers

RESOURCES REQUIRED: Cont'd

Group II

771-466	Department Store Workers
771-468	Fire Department Workers
771-467	Hospital Workers
771-469	Television Workers

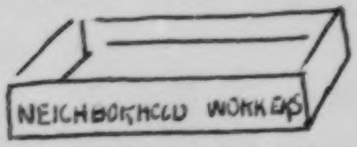
Three boxes
Map of St. Louis
Cardboard circles or paper plates
Wooden clothespins (snap type)
Magic marker

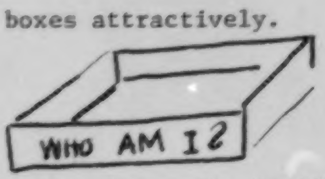
TEACHER PREPARATION TASKS:

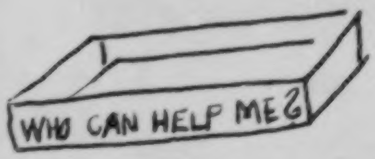
Prepare a list of workers and the location of the places where the workers are housed.

Using a map of Saint Louis, make an enlarged copy of the school district for pupils to clearly mark locations such as the doctor's office, police district, fire station and etc.

Cover and label the three boxes attractively.






WHO CAN HELP ME?

Plan and arrange a schedule for the pupils World of Work trips to the neighboring place.

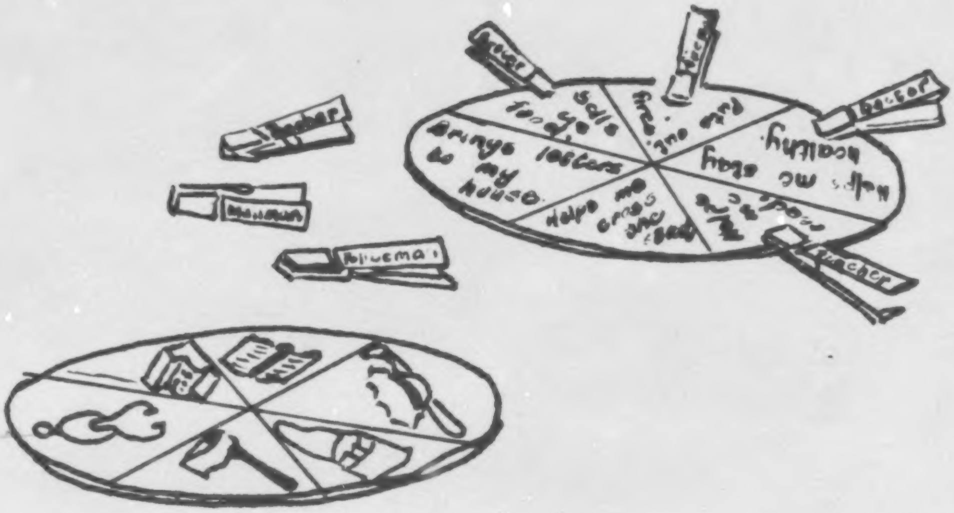
Enlist the help of pupils in collecting magazines, coloring books, brochures, and etc. for cutting-out pictures of the various workers.

Make a career matching game.

Materials needed:
- cardboard circle or paper plates
- wooden clothespins
- magic marker

Construction:

Using a compass, draw a circle and cut it out with scissors. Divide the circle into the same number of parts as the number of workers being studied at this time. Write statements in each part about a neighborhood worker and/or draw or paste pictures in each part of the worker. Write the occupational title of each worker on a clothespin; See example on the next page.



Directions:
Have the pupils read the statements or look at the pictures on the wheels. Have the pupils read the occupational title on the clothespin. Then let the pupils match the occupational titles to the statements and/or pictures by clipping the clothespin in the appropriate place. (The teacher may wish to write the occupational titles in the corresponding space on the back of the wheel and on both sides of the clothespin for the purpose of self checking.)

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Begin with a discussion of workers in the neighborhood. Encourage the pupils to talk about their experiences with these workers, tools and work-related objects, places where they work and the services and goods they provide. After pupils have exhibited a marked interest in the workers in their areas, devide them into four groups and assign them the following duties:

1. Looking through magazines and etc. for workers they have talked about during the discussion, cutting out pictures and mounting them on cardboard and placing them in the box labelled Neighborhood Workers.

2. Making labels and placing small squares which represent the building on the map to show where each worker discussed works.

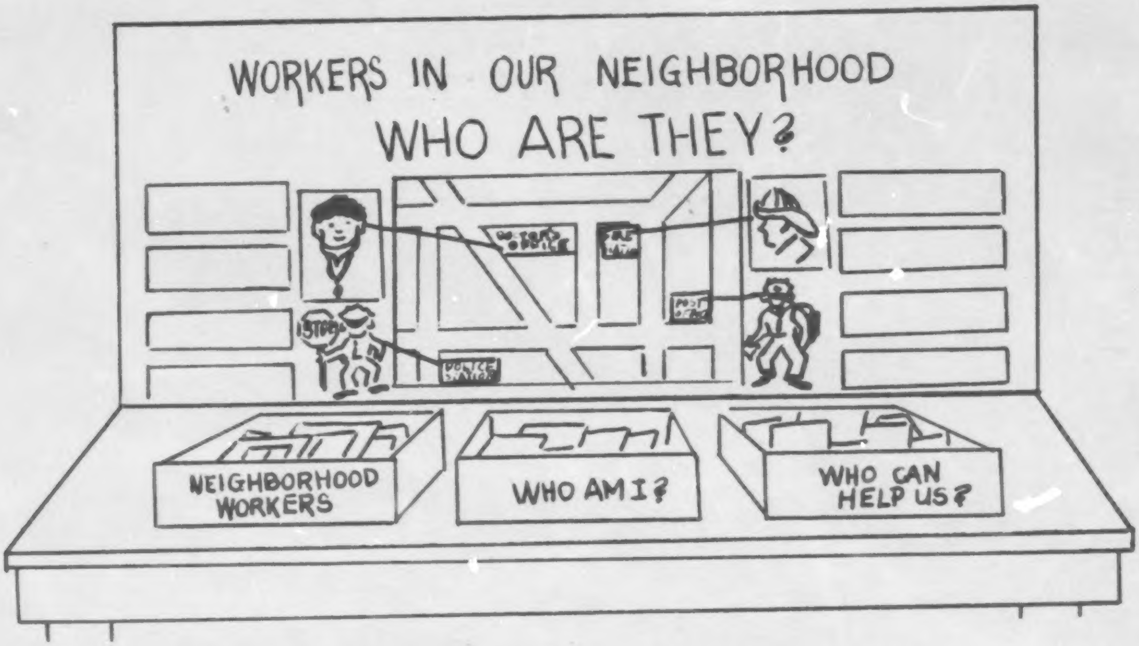
3. Making "Who Am I" riddle cards about the workers. For Example, "I help to keep you healthy and strong" or "When you are sick, you come to see me." "Who Am I"

INSTRUCTIONAL PROCEDURES: Cont'd

INTRODUCTION:

4. Making "Who Can Help Me" problem cards on which the pupils will write a sentence about problems they could be having. For example, "My kitten is up in a tree and I can't get her down. "Who Can Help Me?"

Upon completion of the activities previously mentioned, let the pupils make a career center. See example below:


WORKERS IN OUR NEIGHBORHOOD
WHO ARE THEY?
DOCTOR'S OFFICE
STOP
POLICE STATION
POST OFFICE
NEIGHBORHOOD WORKERS
WHO AM I?
WHO CAN HELP US?

TASKS:

Have the pupils take the pictures of the workers from the box and look at them carefully and place each neighborhood worker on the map at the career center to show where he or she works.

Let the pupils match the "Who Am I" riddle cards with the worker it describes and/or read the "Who Can Help Me", thus placing the cards, beside the worker who can solve the particular problem.

Let the pupils view various films and filmstrips and utilize various study prints to reinforce the concepts acquired pretaining to the various neighborhood workers being studied.

Have a small group of pupils prepare a mini-telephone directory, listing telephone numbers of all the neighborhood workers included in the activities.

SUPPLEMENTAL ACTIVITIES:

Let the pupils play Career Matching Game (See Teacher Preparation Tasks:)

Continue the same format but include additional workers.

Have pupils create additional problem and riddle cards.

Have the pupils identify the job of characters in stories in their readers and match the name of character with a job or work-related objects.

ASSESSMENT PROCEDURES:

Teacher evaluation of pupils participation in the various activities.

Saint Louis Public Schools Career Education Project

WORKERS WHO HELP US LOOK OUR BEST
(Barber and Beautician)

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub-concept
Various occupations of people of the community are beneficial to all.

PERFORMANCE OBJECTIVES:

1. Pupil identifies and examines the role of personal service workers in their neighborhood.
2. Pupil tells the duties, responsibilities, and rewards of being a beautician and a barber.
3. Pupil explains how the beautician and barber helps others feel good about themselves.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary II

CURRICULUM AREA:

Language Arts
Social Studies
Mathematics
Health

NEW VOCABULARY:

barber
hair stylist
beautician
beauty operator
hairdresser
cosmeticians
manicurist
health inspector
grooming
shampoo
cut
style
straighteners
set
bleach
tint
manicures
facials
makeup

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Utilizing words in the new vocabulary and increasing his understanding of words.
Giving directions, explanations and descriptions orally.
Writing stories independently on the chalkboard and copying them on paper after they have been corrected.
Participating in group proof reading of stories written on the chalkboard.
Writing simple sentences using words which involve the skills taught in Spelling at this level.

PREREQUISITE KNOWLEDGE: (cont'd.)

SOCIAL STUDIES
Understanding the need for workers in the neighborhood.
GOALS AND GUIDELINES: Social Studies for the Primary;
Unit 2: Neighbors and Neighborhoods
Concept D; Activities D1-D8; Pages 170-171

MATHEMATICS
Telling time to the quarter hour.
Measuring cup, pints, and quarts.
Solving simple word problems.

HEALTH
Developing habits of cleanliness and good grooming.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Information (Teacher) Journeyman Barbers, Hairdressers, Cosmetologists, and Proprietors International Union of America, 1141 North Delaware Street Indianapolis, Indiana 46202 National Hairdressers and Cosmetologists Association, 175 Fifth Avenue, New York, New York 10010 National Association of Cosmetology Schools, 599 South Livingston Avenue, Livingston, New Jersey 07309 National Beauty Career Center, 3839 White Plains Road Bronx, New York 10467 National Beauty Culturists League, 25 Logan Circle N.W. Washington, D. C. 20003 National Hairdressers and Cosmetologists Association, 3510 Olive Street St. Louis, Missouri 63103

RESOURCES REQUIRED: (cont'd.)

Found Within the Lesson	Teacher Acquired
	World of Work Site Visitations 1. Neighborhood Beauty and Barber Shops 2. Neighboring Beauty or Barbering Schools 3. O'Fallon Technical Center 5101 McRee Avenue St. Louis, Missouri 63110 Byrd, Neilson and Moore, *Health 2* (text in classroom), Chapter 4; "How To Look Your Best" Resource Persons Barber Beautician Health Inspector Cosmetology student Barbering student Parents (accompany class on site visitations) Map of Saint Louis Collection of magazines Collection of tools of the barber and beautician (enlist help of pupils)

TEACHER PREPARATION:

Arrange and plan a schedule for classroom visit by resource person and site visitations in the neighborhood. If possible, you may assign small groups to visit a shop after school with parental supervision. Choose a shop which a parent or pupil patronizes.

Make arrangements for class to visit O'Fallon Technical Center and talk with students of barbering and cosmetology.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Writing the caption on the chalkboard, WORKERS WHO HELP US LOOK OUR BEST, have the pupils discuss and list the workers. (If parents cut their hair, encourage the pupils to identify the task with an occupational title.)

INSTRUCTIONAL PROCEDURES: (cont'd.)

Example:

WORKERS WHO HELP US LOOK OUR BEST

1. Dentist
2. Beautician
3. Barber
4. Salesman (clothing)
5. Cleaningman (clothing)
6. Seamstress
7. Launderer

After considerable discussion, focus in on the barber and the beautician. Have the pupils talk about the importance of cleanliness for their hair, skin, etc. Emphasize how cleanliness helps appearance.

Divide the class into small groups (5 or 6 pupils per group) to participate in the following activities:

1. Interview parents to find out something about the beautician and barber, the tools they use, and the places where they work.
2. Locate shops in the neighborhood on a local map.
3. Collect and display pictures of hair styles from magazines.
4. Compile information into a career booklet describing the task of the workers, the training needed, and the tools used; define terms used by the workers.
5. Write letters to the operators of a beauty and barber shop asking permission to visit their site.
6. Write letters inviting resource persons with tools to talk to class about their jobs.

Let each group present their information to the class, thus allowing pupils to compare and broaden their views through discussion.

Have the pupils take a World of Work trip to O'Fallon Technical Center and visit the barbering and cosmetology classes. Divide the pupils into small groups and allow them to interview and observe students in the barbering and cosmetology classes.

INSTRUCTIONAL PROCEDURES: (cont'd.)

You may wish to arrange before hand the "Big Brother or Sister" plan in which the students in the classes will adopt a pupil and demonstrate and explain the service being learned. The remainder of the class may observe and interview the instructors. Upon return to class, allow the pupils time to discuss and share their experiences with the others.

After pupils have observed demonstrations and interviewed resource persons in the field of cosmetology and barbering, allow them to interview the health inspector in the classroom and examine his role in these careers.

Have the pupils discuss the similarities between the barber and beautician.

Enlist the help of the pupils in setting up a barber and beauty shop in the classroom. The following items may be collected such as:

1. combs
2. brushes
3. manicuring equipment (emory boards, dishwashing liquid, orange sticks, clear nail enamel, etc.)
4. wigs (old) and styrofoam heads
5. dolls with hair
6. clippers
7. shears
8. old sheet to make comb-out and barbering capes
9. plastic bags to make shampoo caps
10. shampoo, rinses, sprays, dusting powder, etc.

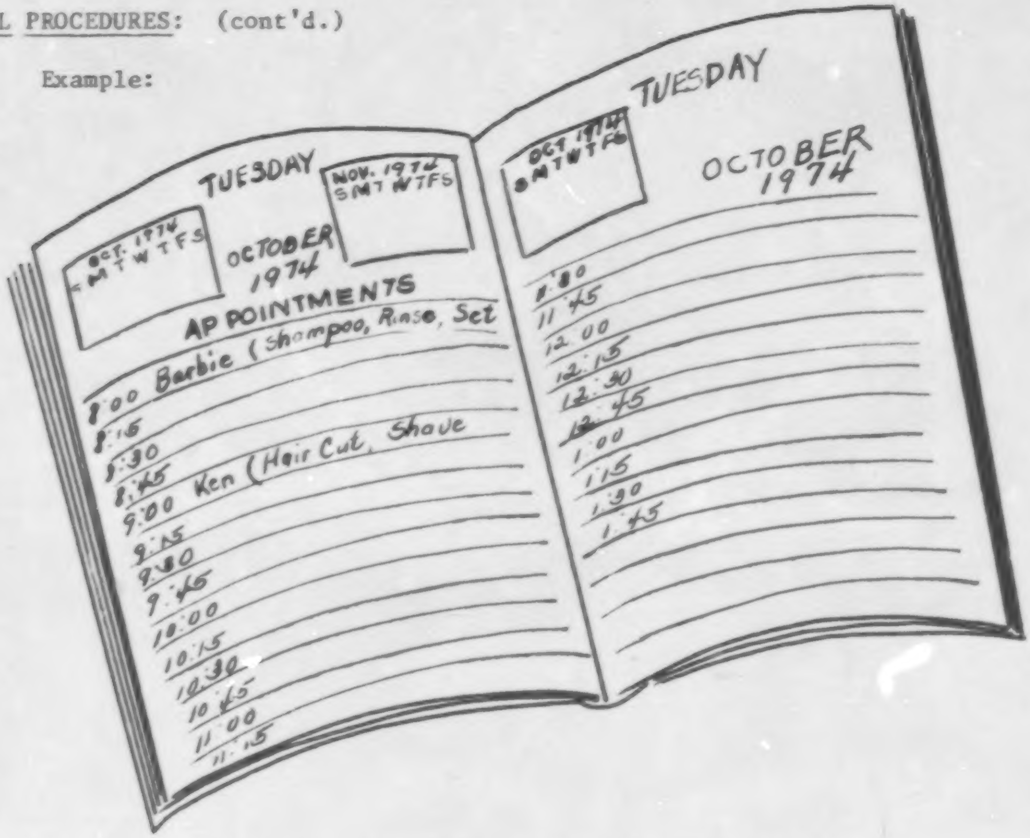
Encourage pupils to use their own ingenuity and creativity setting up a shop such as the following:

1. naming their shop
2. making appointment books
3. decorating shop
    a. displaying hair styles
    b. using tin foil to give the effects of a mirror (if one is not available).
    c. making shampoo and comb-out capes

Let the pupils review their skills in telling time by the hour, half hour and quarter hour when making appointment books.

INSTRUCTIONAL PROCEDURES: (cont'd.)

Example:


TUESDAY
OCT. 1974 SMTWTFS
NOV. 1974 SMTWTFS
OCTOBER 1974
APPOINTMENTS
8:00 Barbie (Shampoo, Rinse, Set
8:15
8:30
8:45
9:00 Ken (Hair Cut, Shave
9:15
9:30
9:45
10:00
10:15
10:30
10:45
11:00
11:15
TUESDAY
OCT. 1974 SMTWTFS
OCTOBER 1974
11:30
11:45
12:00
12:15
12:30
12:45
1:00
1:15
1:30
1:45

Set aside a time each day for the shop to open. Assign the pupils occupational titles and let them perform the tasks or duties required. Emphasize the importance of washing the combs and brushes after each use. Pupils may wish to wash and set wigs or wash and set their dolls hair. Encourage them to use their measuring skills in pretending to mix shampoos, rinses, etc.

On the chalkboard, let the pupils list the similarities between the barber and the beautician. (Include how they make people look and feel better about themselves.)

Let pupils write a short paragraph expressing their desire to be one of the workers or telling why they don't want to work in these areas.

SUMMARY

Hopefully the pupils will become aware of some of the workers involved in making people look [illegible] feel better about themselves and take a personal interest [illegible] cleanliness and good grooming.

ASSESSMENT PROCEDURES:

Teacher observation of pupils for evidence of improved cleanliness and better grooming as well as participation in the above activities.

WORKERS IN THE COMMUNITY

DOMAIN: Career Awareness

CONCEPT: A wide variety of occupations may be classified in various ways.

Sub-concept:
Workers may be classified according to the places of business in the community.

PERFORMANCE OBJECTIVES:

1. Pupil identifies many workers in the community.
2. Pupil identifies many places of business in the community.
3. Pupil identifies many tools or objects which are associated with the various jobs in the community.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary II

CURRICULUM AREAS:
Language Arts
Social Arts

NEW VOCABULARY:
(Dependent upon the occupation of parents, places of business and tools or work-related objects associated with the occupation.

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Telling stories and experiences of increasing length and complexity.
Giving oral directions, explanations and descriptions.
Writing independently stories, letters, directions, explanations and descriptions on the chalkboard.
Learning poems, rhymes, and riddles and repeating them clearly and distinctly.

SOCIAL STUDIES
Identifying types of buildings.
GOALS AND GUIDELINES: Social Studies in the Primary; Primary II, Unit 3: Growth of Communities; Concept B; Activities B1-B5; Pages 172-173

Understanding that as a community grows, industry develops.
GOALS AND GUIDELINES: Social Studies in the Primary; Primary II, Unit 3: Growth of Communities; Concept C; Activities C1-C6; Page 173

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Reference Sheet #1	Map of Saint Louis Construction paper Felt tip markers
"Daddies" (poem)	
Reference Sheet #2 Workers In Our Neighborhood	Collection of pictures of workers mentioned in the poems (Reference Sheets #1 and #2).
	Collection of pictures of tools or work-related objects which are associated with the various occupations. (Use catalogues, magazines, newspapers, etc., as a source.)

TEACHER PREPARATION:

Attractively display a large map of the city of St. Louis.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Today children, I am going to read a poem "Daddies" or "Workers in the Neighborhood" in parts and show pictures of the worker.

Ask the pupils, "What other kinds of work are there? Do you know anyone who is a custodian or a truck driver? Tell us what he does. What work would you like to do when you grow up? Encourage the pupils to interview their parents, relatives and neighbors. Emphasize the importance of finding out the places where these people work as well as the tools they use and suggest kinds of questions to be asked during the interview.

TASKS

Let the pupils talk about the work of their parents, relatives, and neighbors and the location of their work. Have the pupils make a flag or pennant for their parents, relatives or neighbors with their names on each. The pupils may place the flags or pennants on the map in the general area where their parents and etc. work.

The pupils can locate other parents, relatives, and neighbors who work near their own. The above suggested task will spark lively discussions about the different places of employment in our city.

Each pupil can color a dot on the map or cut a small house with scissors out of construction paper to represent his home and place it on the map.

INSTRUCTIONAL PROCEDURES

TASKS (continued)
The distance between home and work can be discussed and its implications for travel and methods of transportation.

After discussing the various occupations and their locations of employment, place around the map pictures of tools or work related objects. Run a piece of string from the tool or work related object to the place of employment.

SUMMARY
The activities previously mentioned not only make the pupils aware of the various careers, places of employment, and work-related objects, but also teach basic map reading skills such as how to use a key in map reading.

Reference Sheet #1

DADDIES

There are daddies and daddies, all kinds of daddies
Daddies do kind things for me and for you.
There are daddies and daddies, all kinds of daddies,
There are all kinds of work for daddies to do.

Some daddies are funny circus clowns,
They turn somersaults and stand upside down.
Some daddies are barbers that cut our hair
As we sit up straight in the barber chair.

Some daddies are milkmen that come to the door
Each morning early at half past four.
Some daddies are policemen who stand on a beat
And help little children to cross the street.

Some daddies are mailmen who bring the mail
Through snow and sleet and rain and hail.
Some daddies are bakers who cook and bake
Doughnuts and pie and birthday cake.

Some daddies are cowboys who like to ride
Over the trails and prairies so wide.
Some daddies are farmers who work on a farm.
They have silos and tractors and horses and barns.

Reference Sheet #1 (cont'd.)

DADDIES

Some daddies are firemen with ladders and hose;
They save our homes, our toys, and our clothes.
Some daddies are doctors who like to tell
Boys and girls how to try to keep well.

Some daddies are soldiers who stand up tall.
They always travel where duty calls.
Some daddies are teachers who teach us well,
How to read and write and spell.

Some daddies are grocers who sell potatoes,
And peas and cabbage and ripe red tomatoes.
Some daddies are artists who paint baby faces,
And beautiful scenery in far away places.

There are daddies and daddies, all kinds of daddies;
Daddies do kind things for me and for you.
There are daddies and daddies, all kinds of daddies,
There are all kinds of work for daddies to do.

Louise Binder Scott

Reference Sheet #2

WORKERS IN OUR NEIGHBORHOOD

There's the man who feeds the lions in the zoo,
And the man who drives an engine to a fire.
There's the man who sells an ice cream cone to you,
And the man who mends a high electric wire.

There's the man who drives a sweeper through the street,
And the baker with a cookie or a bun.
There's the butcher man who sells my mother meats,
And I'm very glad we've got them, every one!

Saint Louis Public Schools Career Education Project

WORKERS IN OUR COMMUNITY

DOMAIN: Career Awareness

CONCEPT: A variety of occupations may be classified in various ways.

Sub-concepts

1. Occupations may be classified according to the needs of the neighborhood.
2. Occupations may be classified according to the goods and services they provide in a community.
3. Occupations may be classified according to the tools or work-related objects they use.
4. Occupations may be classified according to the uniforms that are worn by the workers.
5. Occupations may be classified according to the places where people work in the community.

PERFORMANCE OBJECTIVE:

Pupil illustrates the various types of employment discussed by answering simple riddles.

LESSON TIME: Four - 20 minute periods

GRADE LEVEL: Primary II or III

CURRICULUM AREA:

Language (oral and written)
Reading
Composition
Art
Social Studies

NEW VOCABULARY:

salesman
banker
physician (doctor))
coiffeur (beautician)) introduce synonyms
business

tools
goods
services
uniforms
neighborhood

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Telling stories of increasing length and complexity.
Giving oral directions, explanations and descriptions.
Writing independently stories, letters, directions, explanations and descriptions on the chalkboard.

PREREQUISITE KNOWLEDGE: (continued)

SOCIAL STUDIES

Primary II
Understanding the need for workers in the neighborhood.
GOALS AND GUIDELINES: Social Studies in the Primary;
Unit 2: Neighbors and Neighborhoods;
Concept D; Activities D1-D9; Pages 170-171

Primary III
Recognizing that education is related to job opportunities in any location.
GOALS AND GUIDELINES: Social Studies in the Primary;
Unit 2: Our City, St. Louis;
Concept C; Activities C1-C10; Pages 226-228

TEACHER PREPARATION:

Run off dittos.

INSTRUCTION:

Have pupils look out the window to see the businesses located across the street.
When children are seated discuss those identified by pupils.

Example:

service station
shoe store
bank
restaurant
dress shop
vegetable store
florist
doctor
beauty shop
barber

Discuss the workers at each business
Some can be very interesting-(BEVO MILL offers a variety of topics for discussion).
A role playing-type activity can also be set up in the classroom.
Have children tell what types of jobs appeal to them -(fits in with What I Can Be From A to Z).

SUMMARY:

Allow pupils to describe types of jobs as they fit into classroom discussions.

Activity: Pass out work sheets -(there are 4).

Follow-Up: Types of jobs can again be discussed when they pertain to classroom activities.

WORKERS IN OUR COMMUNITY

Name:

Date:

I work where pianos, violins, flutes, and sheet music are sold. What type of store do I work at?

____

People come to see me when they need fishing rods, baseballs, bats, footballs and many other things. Where do I work?

____

Ladies come to see me for a haircut, shampoo and set. Where do I work?

____

I tell people many important facts and work in a famous old building. What is my job?

____

When you get cavities you visit me. Who am I?

____

When you can't see well you come visit me. Who am I?

____

WORKERS IN OUR COMMUNITY

Name:

Date:

I am in charge of the school and see that everyone does the right thing. What is my job?

____

People come to me when they need something new on their feet. What is my job?

____

I work in a building that keeps a lot of money. People see me when they want to take out money. What is my job?

____

Men visit me to get a hair cut. What is my job?

____

I work in an office and do many different jobs. I write a lot of letters. What is my job?

____

I have many cows and must milk them everyday. What is my job?

____

Name: Date:

I help people stay well and sometimes I operate on them. What am I?

____

I wear a uniform and help people in many ways. I direct traffic too. What am I?

____

I bring mail to your home. What am I?

____

I fly planes in the sky. What am I?

____

I put gas into your car and keep it in shape. Where do I work?

____

I bake bread and work hard. What am I?

____

Name:

Date:

I teach boys and girls.
What is my job?

____

When there is a fire, people call me. What is my job?

____

"Please step to the rear," is what I say after people drop money in the box. What do I do?

____

You see me at the counter in a grocery store. I check over all the meat. What is my job?

____

I send flowers to people and work in a special shop that sells them. Where do I work?

____

I serve people food on a plane.
What is my job?

____

Saint Louis Public Schools Career Education Project

WORKERS IN THE POST OFFICE

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub-concepts:

1. Workers in the Post Office are essential to good communications among people.
2. Every worker in the Post Office is part of a team and every worker's part is essential for getting mail to us.

PERFORMANCE OBJECTIVES:

1. Pupils list at least three services of the post office including mail delivery.
2. Pupils identifies at least five postal workers in their working environment.
3. Pupils describe orally three postal workers emphasizing at least two duties of each one.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary II.

CURRICULUM AREA:

Language Arts
Social Studies
Mathematics
Art

NEW VOCABULARY: (To be developed.)

clerk typist
stenographer
accounting clerk
distribution clerk
Postmaster General
payroll clerk
postal inspector
mail handler
mail clerk
"dead letter box"
zip code
supervisor
mail carrier
truck driver
garage man
mechanics

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Using and increasing vocabulary; telling stories of increasing complexity.

Giving oral directions, explanations, and descriptions.
Writing chalkboard stories; copying the corrected stories on paper.
Participating in group proofreading of stories written by classmates (on the chalkboard).
Learning poems, rhymes, and riddles, and repeating them clearly and distinctly.

PREREQUISITE KNOWLEDGE:

SOCIAL STUDIES

Understanding the need for workers in the neighborhood.
Goals and Guidelines: Social Studies In The Primary;
Unit 2: Neighbors and Neighborhoods;
Concept D; Activities D1-D9; Pages 170-171.

Identifying types of buildings.
Goals and Guidelines: Social Studies In The Primary;
Unit 3: Growth of Communities;
Concept B; Activities B1-B5; Pages 172-173.

Understanding that as a community grows, industry develops.
Goals and Guidelines: Social Studies In The Primary
Unit 3: Growth of Communities;
Concept C; Activities C1-C6; Page 173.

Being aware of early means of communication.
Goals and Guidelines: Social Studies In The Primary;
Unit 4: Transportation and Communication;
Concept C; Activities C1-C4; Page 177.

MATHEMATICS

Counting, reading and writing numerals 1-1000.

Knowing the value of a nickel, dime, quarter and half dollar.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Teaching Pictures *My Community* *Home and Community Workers* FS 156-112 *Our Post Office* FS 164-110 *The Mailman* Study Prints SP 867-404 *Postal Helpers* Large cardboard carton (refrigerator) Extra cardboard boxes (regular size Books *Childcraft* Vol.VII How We Get Things Vol.X What People Do Vol.XIII Look Again

RESOURCES REQUIRED: (cont'd.)

Found Within the Lesson	Teacher Acquired
	Library Books *Mr. Mailman* - J. Barr *A Letter from Kathy* - K. Hitto *True Book of Our Post Office* - J. Minor *I Want To Be A Postman* - C. Green

TEACHER PREPARATION:

Arrange a site visitation to the Main Post Office or one of its branches.

		Telephone
Contact:	Mr. Shaffner 1720 Market Street St. Louis, Missouri 63103	622-5372

Enlist the help of parents when taking field trips.

Make arrangement with the neighborhood mail carrier to serve as a resource person.

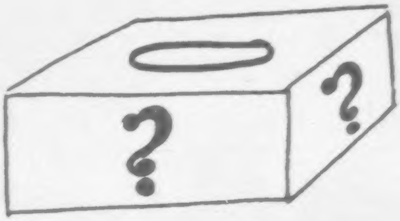
Write the St. Louis Post Office for free catalogue on postal scales.

Bring and display attractively some different types of mail such as small and large envelopes, packages, magazines, newsletters, etc.

INSTRUCTIONAL PROCEDURES:

Begin with a discussion on what mail is and how it gets distributed. Encourage pupils to discuss various kinds of mail that they have received.

Have the pupils interview a postman to learn more about his tasks and tools or work related objects. Let the pupils compile a list of questions to be asked beforehand or make a Question Box.



Encourage each pupil to write a question on the chalkboard if he chooses. Take advantage of this opportunity to review the difference between a telling and asking sentence and when to use a period and a question mark.

INSTRUCTIONAL PROCEDURES:

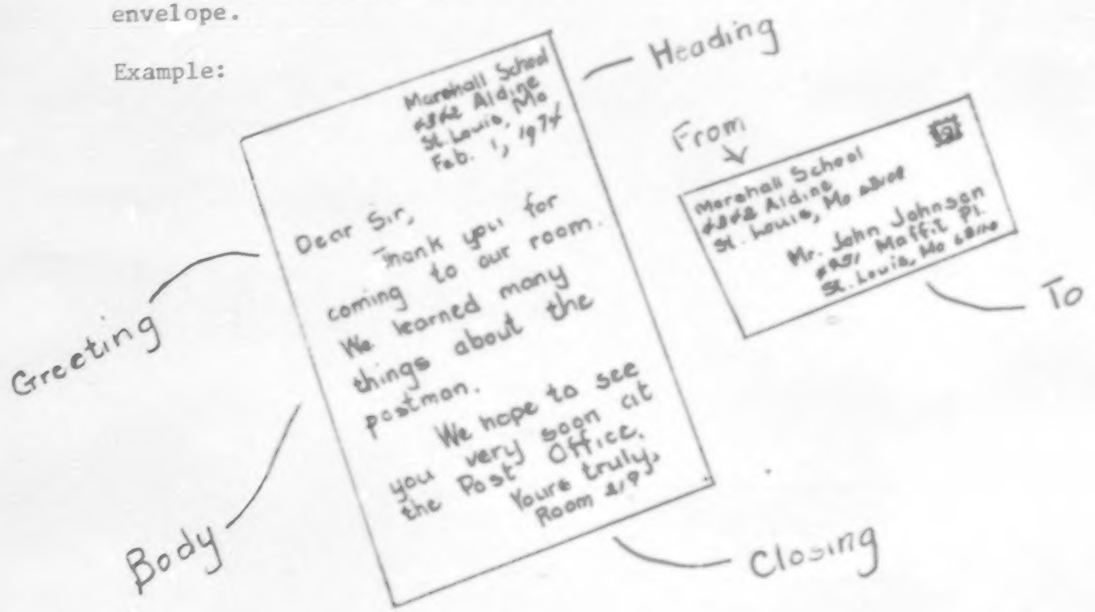
Have pupils copy their questions on a piece of paper after it has been proofread by the group, and put it in the box. After the postman completes his presentation, have the pupils who wish to draw a question from the box to ask for the class.

Divide the pupils into small groups and assign the following duties:

1. Read and give oral reports on books related to postal workers.
2. Make a picture dictionary of new words introduced.
3. Practice questioning skills for the World of Work visit to the Post Office.
4. Practice weighing packages of various weights on a weight scale.
5. Practice skills of addition, subtraction, and counting money when making change for purchasing stamps.

Have the pupils dictate a thank you letter to the postman. Emphasize the important part of a letter ... the heading, greetings, body, and closing. Also emphasize the importance of correctly addressing an envelope.

Example:



Marshall School
#[illegible] Aldine
St. Louis, Mo
Feb. 1, 1974

Dear Sir,

Thank you for coming to our room. We learned many things about the postman.

We hope to see you very soon at the Post Office.

Youre truly,
Room 219

Marshall School
#[illegible] Aldine
St. Louis, Mo [illegible]

Mr. John Johnson
#[illegible] Maffit Pl.
St. Louis, Mo [illegible]

Have the pupils copy the letter and mail the letter to the postman.

View one of films listed under Resources Required and/or borrow the study prints or teaching pictures. Have the pupils discuss what they saw and compile a list on the chalkboard of the things they need to look for when making their site visitation. Later, transfer to chart paper for reference.

Make a World of Work site visitation to the Post Office.

INSTRUCTIONAL PROCEDURES: (cont'd.)

Let the pupils utilize their questioning skills. Make them career conscious by having them practice their technique on the bus driver who takes them to the Post Office. Discuss the workers needed to construct the building in which the postal workers are housed. Have a discussion about World of Work Trip ... workers identified, duties seen, etc. Allow the pupils to write experience stories on the chalkboard, copy them and duplicate enough copies for each pupil.

Let the pupils plan and construct a post office in the corner of the classroom. Divide them into small groups and assign them construction career titles such as:

1. architect - plans the structure.
2. contractor - enlist help from others.
3. carpenter - make an individual section for each person in the classroom.
4. painter - mix the paint and paint the structure red, white, and blue.

Let another group of pupils make postmen pouches out of brown kraft paper for role-playing activities.

Allow some of the pupils to build a postman's truck from cardboard boxes and paint it red, white and blue.

After construction of the above, label each section alphabetically by streets for the mail clerks (assigned daily) to sort the mail. The pupils will pretend that the classroom represents their community. The aisles between the desk will be given street names. Each desk is a home and is given a house number. (Each desk has its own home address.)

Encourage pupils to write letters to each other, mail them at the classroom post office, purchase stamps (pupil made), and count their change. After the letters are sorted by the mail clerk, let the carrier deliver it to the home address, reading aloud the number on each desk.

Have pupils write a thank-you letter to the Postmaster General for the site visitation and the other resource persons for sharing their work experiences with the class. Also extend to them an invitation to come visit the classroom and see the pupils role-play many of the jobs of postal workers.

SUPPLEMENTAL ACTIVITIES:

Play the game, What If. Ask the pupils the following questions:

What if .....

1. your dog kept bothering the mailman?
   What would you do?
   What would your mailman do?
2. there was no post office?
   What would you do?
   What would the postal workers do?

SUPPLEMENTAL ACTIVITIES: (cont'd.)

3. all the houses in your block had no number and looked just alike?
    What would the mailman do?
    What would you do?
4. you have 30¢ and 4 letters without any stamps to mail at the Post Office?
    What would the mail clerk do?
    What would you do?

SUMMARY:

The pupils will understand the importance of communication by mail as well as develop a knowledge of workers and careers in the Post Office.

ASSESSMENT PROCEDURES:

Teacher constructed oral or written test.

PRIMARY III

WHAT CAN I DO?*

ALL ABOUT ME**

WORKERS IN OUR NEIGHBORHOOD***

WORKERS IN OUR COMMUNITY***

WORKERS AND THEIR TOOLS

DISCOVERING OUR SAINT LOUIS

WORKERS IN TELEVISION

WORKERS IN OUR READERS

WORKERS WHO HELP US TRAVEL
(The Airlines)

WORKERS WHO MEASURE THINGS

WORKERS IN OUR NEIGHBORHOOD
(A Career Matching Game)

WORKERS FROM PLANTING TO MARKET

WHO MAKES OUR BREAD?

MAYOR FOR A DAY
(A Decision Making Activity)

JUNIOR SECRETARIES AT WORK

JUNIOR MARINERS AT WORK

JUNIOR SALESMEN AT WORK

JUNIOR METEOROLOGISTS AT WORK

*Contents may be found in the Kindergarten section.

**Contents may be found in the Primary I section.

***Contents may be found in the Primary III section.

WORKERS AND THEIR TOOLS

DOMAIN: Career Awareness

CONCEPT: A variety of occupations may be classified in various ways.

Sub-concept: Workers may be classified according to the tools they use.

PERFORMANCE OBJECTIVES:

1. Pupil identifies various job titles.
2. Pupil identifies the main tools used in doing each job.

LESSON TIME: Approximately 15-20 minutes

GRADE LEVEL: Primary III

CURRICULUM AREAS:
Social Studies
Language Arts

NEW VOCABULARY:
Varies. (The list of words will depend solely upon teacher judgment and the particular unit or area of study).

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Expanding vocabulary.
Participating in activities involving explanations, directions, and descriptions.

SOCIAL STUDIES
Recognizing St. Louis as our community.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 2: Our City, St. Louis;
Concept A; Pages 222-224

Being acquainted with government.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 2: Our City, St. Louis;
Concept B; Pages 225-226

Recognizing that education is related to job opportunities in any location.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 2: Our City, St. Louis;
Concept C; Pages 226-228

Understanding that laws are necessary to make the community a safe and pleasant place to live.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 2: Our City, St. Louis;
Concept D; Pages 229-230

TEACHER PREPARATION:

Make a series of career puzzles (teacher choice).

Materials needed:

- Shirtboard
- White glue
- Pictures (workers and tools)
- Magic markers

Construction: Divide the shirtboard into two odd shapes similar to a puzzle. On one part, glue or draw a picture of a worker, and on the other part glue or draw the main tool or tools that the worker might use.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Today we are going to play a game called, What's My Line. First, we will divide into teams and then count off.

TASKS

After the class has been divided into two or three teams, one pupil at a time, must match the two parts of a puzzle card, identify the worker and tools, and give an explanation stating one duty the worker performs. If the pupil does the above correctly, he or she gets a point for his team. If he or she doesn't respond correctly, the next team takes its turn. Follow the same procedures until all puzzles are completed or until the teacher calls tims.

SUPPLEMENTAL ACTIVITY:

Make a worksheet with a list of jobs on one side and a list of tools on the other. Ask the pupils to match the career to the appropriate tool used by drawing lines.

ASSESSMENT PROCEDURES:

DESCRIPTION

Teacher observation or the supplementary activity mentioned above.

SUMMARY

The teacher holds up the card and the pupils review the occupations and tools (large group activity). Play the game again and see if the pupil's knowledge of the jobs have increased.

DISCOVERING OUR SAINT LOUIS

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil identifies specific places of interest in the St. Louis area.
2. Pupil identifies and describes the duties and responsibilities of workers at these sites.
3. Pupil writes a brief paragraph identifying and explaining the services provided by the workers.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREAS:
Language Arts
Social Studies

NEW VOCABULARY: (To be developed)
List of museums and historical sites
List of workers (Suggestions)

curator
guide
guard
archaeologist
scientist
horticulturist
caretaker
astronomer
botanist

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Utilizing new vocabulary and telling stories of increasing complexity and length.
Showing increasing facility in giving oral directions, explanations, and descriptions.
Showing increasing independence in writing his own stories, letter, directions, explanations and descriptions on the chalkboard and on paper.
Reporting, briefly to his classmates, on books which he has read independently.
Habitually proofreading his own written work.

SOCIAL STUDIES
Recognizing St. Louis as our community.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 2: Our City, St. Louis; Concept A;
Activities A1 - A 15; Pages 222-224

Recognizing the contributions of Blacks to the St. Louis community.
Curriculum Guide and Resource Book: Integrating Black Studies into the Kindergarten and Primary Grades; Pages 50-51; 67-77

PREREQUISITE KNOWLEDGE (contd.)

Becoming acquainted with the government.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 2: Our City, St. Louis; Concept B;
Activities B1-B4; Pages 225-226

Recognizing the contributions of Blacks in city government.
Curriculum Guide and Resource Book: Integrating Black Studies into the Kindergarten and Primary Grades; Pages 52-53

Recognizing that education is related to job opportunities in any location.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 2: Our City, St. Louis; Concept C;
Activities C1-C10; Pages 226-228

Being aware of kinds of maps and how they may be used by all people to get information.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 3; Maps and Globes; Concept A;
Activities A1-A2; Pages 232

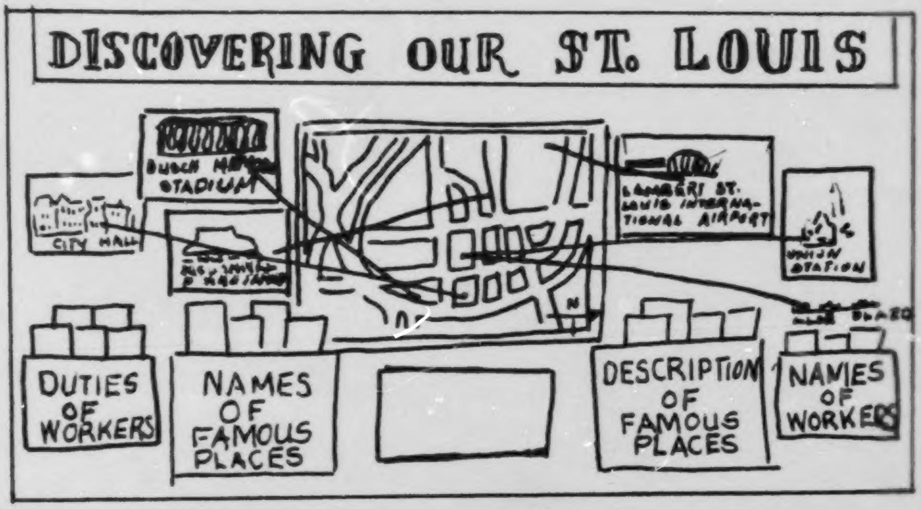
Understanding that the globe is a small model of the earth and that the earth is round.
Goals and Guidelines: Social Studies in the Primary;
Primary III; Unit 3: Maps and Globes; Concept B;
Activities B1-B6; Pages 232-233

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Museums and historical sites to visit: Campbell House 1508 Locust Street St. Louis, Missouri 421-0325 Eugene Field House 634 South Broadway St. Louis, Missouri 421-4689 Gateway Arch 3rd Street at the foot of Chestnut St. Louis, Missouri 622-4465 Missouri Historical Society - Jefferson Memorial Lindell at DeBaliviere, Forest Park 726-2622 Museum of Science and Natural History Oak Knoll Park Big Bend and Clayton Roads 726-28888

TEACHER PREPARATION TASKS:

Display a map of St. Louis attractively on a bulletin board. See suggested idea below:


DISCOVERING OUR ST. LOUIS
BUSCH
STADIUM
CITY HALL
LAMBERT ST. LOUIS INTERNATIONAL AIRPORT
UNION STATION
N
DUTIES OF WORKERS
NAMES OF FAMOUS PLACES
DESCRIPTION OF FAMOUS PLACES
NAMES OF WORKERS

INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Begin by presenting three or four postal cards (pictorial type) of noted places in St. Louis on the bulletin board. (See TEACHER PREPARATION TASKS). Have the pupils identify the places by name and locate them on the map of St. Louis. Encourage pupils to share their experiences of visiting various places with their parents or as a school field trip in previous grade levels. Ask pupils to recall the specific names (occupational titles) of the workers seen at these places and discuss what these workers actually did.

TASKS:

Divide the pupils into small groups and assign them the tasks of collecting information about the selected places. (Teacher may use places listed in the New Vocabulary or places of her own choice). Encourage the pupils to use the school or public library and enlist the help of their parents in securing brochures of an informational nature and/or write letters to, or telephone the specific sites for information. The following agencies are also sources of information:

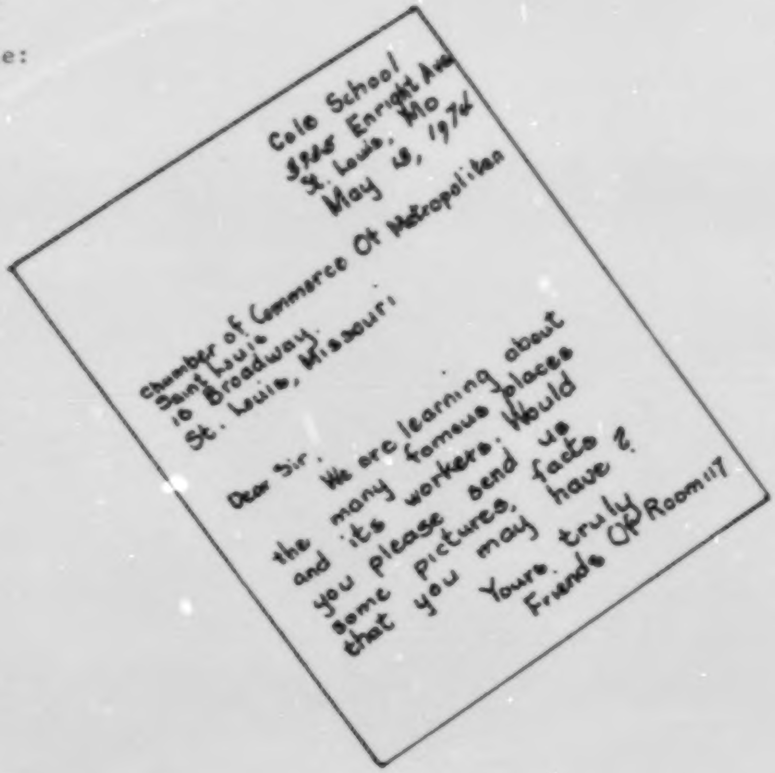
1. Convention And Tourist
Board of Greater St. Louis
500 Broadway Building
St. Louis, Missouri 63101

2. Arts And Education Council
of Greater St. Louis
607 North Grand Blvd.
St. Louis, Mo. (531-6450)

3. Chamber of Commerce of
Metropolitan St. Louis
10 Broadway Blvd.
St. Louis, Mo. (231-5555)

TASKS:

Example:



Cole School
3925 Enright Ave
St. Louis, Mo
May 18, 1976

Chamber of Commerce Of Metropolitan
Saint Louis
10 Broadway
St. Louis, Missouri

Dear Sir,

We are learning about the many famous places and its workers. Would you please send us some pictures, facts that you may have?

Yours truly
Friends Of Room 117

If the pupils choose to write letters, emphasize the parts of a letter such as the heading, greeting, the body and the closing. If their choice is to telephone, emphasize the importance of telephone etiquette, etc.

Have the pupils make World of Work trips to see the workers involved in specific occupations at the chosen sites.

Upon returning to school, have the pupils discuss their trip and the workers; use the map of St. Louis to locate and show the route on the trip.

Have the group that was responsible for getting information about the particular site visited, use a series 3 x 7 flash cards to name the place, describe the place, name the workers, explain the duties of the worker. See example on following page.

INSTRUCTIONAL PROCEDURES: Cont'd

TASKS:

(place)	(descriptions)	(worker)	(duties)
Eugene Field House	Home of a poet	Curator	Plans the tours
	Lots of old toys.	Guide	Tells about the place.
	A tricycle that you pedal with your hands.	Guard	Told us about the poet's work.
	Old furniture of the poet		Watches the place.

Teacher may assist pupils in color-coding the cards so that pupils may correct themselves as they play the matching game. (A small colored circle in the back of each card.

Let the pupils place the cards in the appropriate pockets on the bulletin board and play various matching games in which the pupil will match the name of place with its description, or the name of place with the names of the workers and/or the name of the worker with the duties of the worker.

SUPPLEMENTAL ACTIVITIES:

Continue the same format as stated in the INTRODUCTION and TASKS under INSTRUCTIONAL PROCEDURES with other famous places.

SUMMARY:

Hopefully, participation in the above activities will reinforce the concepts taught in *Goals And Guidelines: Social Studies In The Primary; Primary III;* Unit 2: Our City, St. Louis; Pages 222-228 as well as make the pupils aware of the many occupations available in the World of Work.

ASSESSMENT PROCEDURES:

Self-check by pupils when making parts of and playing the matching game.

Teacher observation of pupils when participating in the various activities.

Saint Louis Public Schools Career Education Project

WORKERS IN TELEVISION

DOMAIN: Self Awareness and Career Awareness

CONCEPT: There is an interdependence among members of society.

Sub Concept:
There is a definite link between the performers on television, the supportive personnel, and the community.

PERFORMANCE OBJECTIVES:

1. Pupil identifies workers involved in performing and producing a television show.
2. Pupil explains the amount of preparation necessary before a television show can be put on the air.
3. Pupil explains orally how to study and organize for presentation of a television show.
4. Pupil explains how each worker involved is dependent upon another worker.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREAS:
Language Arts
Social Studies
Mathematic
Art

NEW VOCABULARY: (To be developed)

receptionist
artist
video-tape engineer
video engineer
cameraman
floor manager
newscaster
performers
set designer
"prop" men
advertising salesman
film editor
audio engineer
director
station bread announcer
news editor
weather girl (man)
station manager
costume designers
make-up men

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS:
Telling stories of increasing complexity.

Giving oral directions, explanations and descriptions.

Writing chalkboard stories; copying corrected stories on paper.

Writing explanations, descriptions, and directions in addition to his own experiences.

PREREQUISITE KNOWLEDGE: Cont'd

LANGUAGE ARTS:
Writing informal letter and invitations independently.

Reporting briefly to classmates on books which have been read independently.

Proofreading all written work.

SOCIAL STUDIES:
Recognizing St. Louis as our community.
Goals And Guidelines; Social Studies in the Primary;
Unit 2: Our City, St. Louis: Concept A; Activities A1-A15; Pages 222-224

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Video tape equipment recorder - camera - television set Audio Visual Services Materials for making props. two dowels or rollers boxes - six level 2 S Books

TEACHER PREPARATION:

Call the contact person at one of the following local television stations for a World of Work site visitation.

KDNL - TV Channel 30
1215 Cole
436-3030

KMOX - TV Channel 4
1 S. Memorial Drive
621-2345

KSD - TV Channel 5
1111 Olive Street
621-1111

KETC - Channel Nine
6996 Millbrook Blvd.
863-0995

KPLR - TV Channel 11
4935 Lindell
367-7211

KTVI - Channel 2
5915 Berthold
647-7777

Contact resource persons.

Borrow six Level 2S books from a first grade classroom.

Enlist the help of pupils in getting appropriate books from the library.

INSTRUCTIONAL PROCEDURES: Cont'd

INTRODUCTION:
Begin with a discussion of television programs that pupils enjoy viewing. List the programs on the chalkboard. Make a survey by allowing a pupil to tally the results.

For The Good Times 𝍸 |
All In The Family ||||
Sanford And Son |||
Electric Company 𝍸 ||
News (6:00 p.m.)
Cartoons
Commercials

To stimulate interest in the discussion, the following key questions may be asked.

1. What are the true occupational titles of the workers (Not the characters) who perform on television?
2. What are some of the occupational titles of the workers who make it possible for us to view many performers on television?
3. How many of you have ever been to a television studio? Which one?
4. What kinds of jobs do people have who work at a television station?

TASKS:
After the pupils decide on the types of television shows they watch on their home sets, have pupils make a World of Work site visitation to a television station.

Have the pupils write letters inviting various workers to serve as resource persons.

Encourage the pupils to develop reading and social studies stories from from various interviews and discussions. Stories written should be duplicated so that each pupil will have a copy to read.

After making a site visitation, divide the pupils into small groups, assign them occupational titles, and encourage them to participate in the following activities:

1. Costume designers - draw or sketch costumes for characters of the class' favorite television show.

TASKS:

2. Make-up men - draw make-up sketches for the show.

3. Set designers - sketch the set for their favorite show.

You may wish to encourage one pupil in each group to bring a doll to school and let the pupils in their group, costume or make-up the doll. While the make-up men and costume designers are doing their job, encourage the set designers to design the set in a box or in another part of the room for displaying the dolls.

Encourage the pupils to become COLOR T.V. EXPERTS. As a fun homework assignment, have the pupils watch a show in black and white at home. Draw the scene in pencil on 18" x 24" drawing paper. Upon returning to school, transform that scene into color, using crayons as it would look on color television. Place the scenes on the chalk tray and let the pupils tell about the show, thus putting the scenes in the correct order. Once the correct sequence has been established, have a small group of pupils tape them together on the back. Have another group of pupils make a "make believe" television set. (Pupils at this level should not face any difficulty reading and following the direction.) Use the scenes as the film.

Have the pupils utilize Worksheet #1.

Define the term "prime time". Have the pupils discuss their findings. Pupils should be encouraged to consider in their discussion why a program is scheduled at a particular time, for what audience it is intended, and express whether it should be changed to another time.

Have the pupils utilize Worksheet #2.

Have the pupils talk about their favorite commercials. Encourage them to talk about the following:

1. Name the product.
2. Tell who the company is trying to sell it to.
3. Tell what they think of the product.
4. Tell if they would buy it.
5. Tell if it is a musical jingle.
6. Tell if it has a musical background.
7. Tell if a well known person is advertising the product.
8. Tell if the commercial is funny.
9. Tell if the commercial states facts.

Have pupils make television commercials about themselves. Each pupil draws, colors and pastes pictures about himself on a piece of 18" X 24" drawing paper. The picture may portray the following:

1. A picture of himself showing looks or actions that he likes.

TASKS:

2. A picture of something that he has learned this school year.

3. A picture showing something that he does well or likes to do.

Have the pupils tape the pictures together with masking tape forming a roll, attach to the dowels or rollers and place in the "make believe" television set. Each pupil comes to the set and explains his commercial about himself or the activity he has learned.

Let the pupils develop a television show. Encourage them to discuss and share ideas gained from their observations and make assignments of all the jobs necessary for production. Emphasize the importance of group work in making the "props" and writing the script. After all the parts are rehearsed for the show, with the assistance of a resource person from Audio Visual Services and the teacher, the presentation should be taped.

SUMMARY:

The pupils are encouraged to assess their strengths and weaknesses in expressing themselves and to try new and different activities that they can do.

SUPPLEMENTAL ACTIVITIES:

Using the same format as mentioned above, encourage pupils to explore other areas in communication such as radio, newspaper, telephone, etc.

ASSESSMENT PROCEDURES:

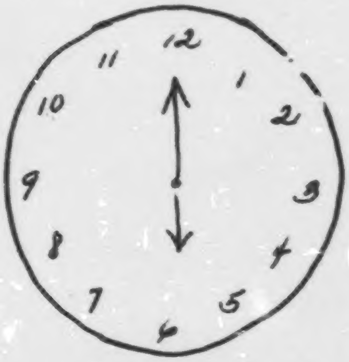
Teacher observation.

Self evaluation by pupils.

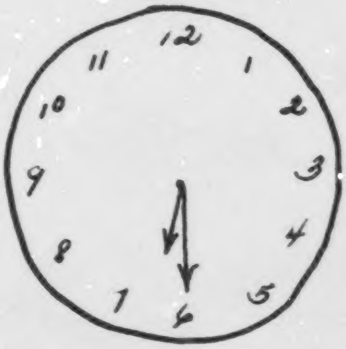
WORKSHEET #2

PRIME TIME SURVEY

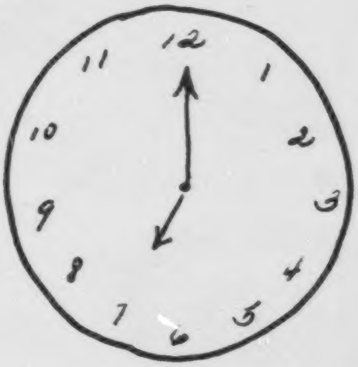
Directions: List the programs that are shown at the following time on each clock. (You may use the T. V. Guide, newspaper or watch television.)


12
1
2
3
4
5
6
7
8
9
10
11

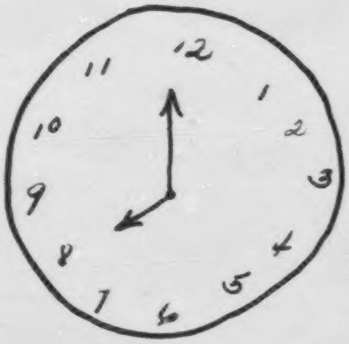
1.
2.
3.
4.


12
1
2
3
4
5
6
7
8
9
10
11

1.
2.
3.
4.
5.

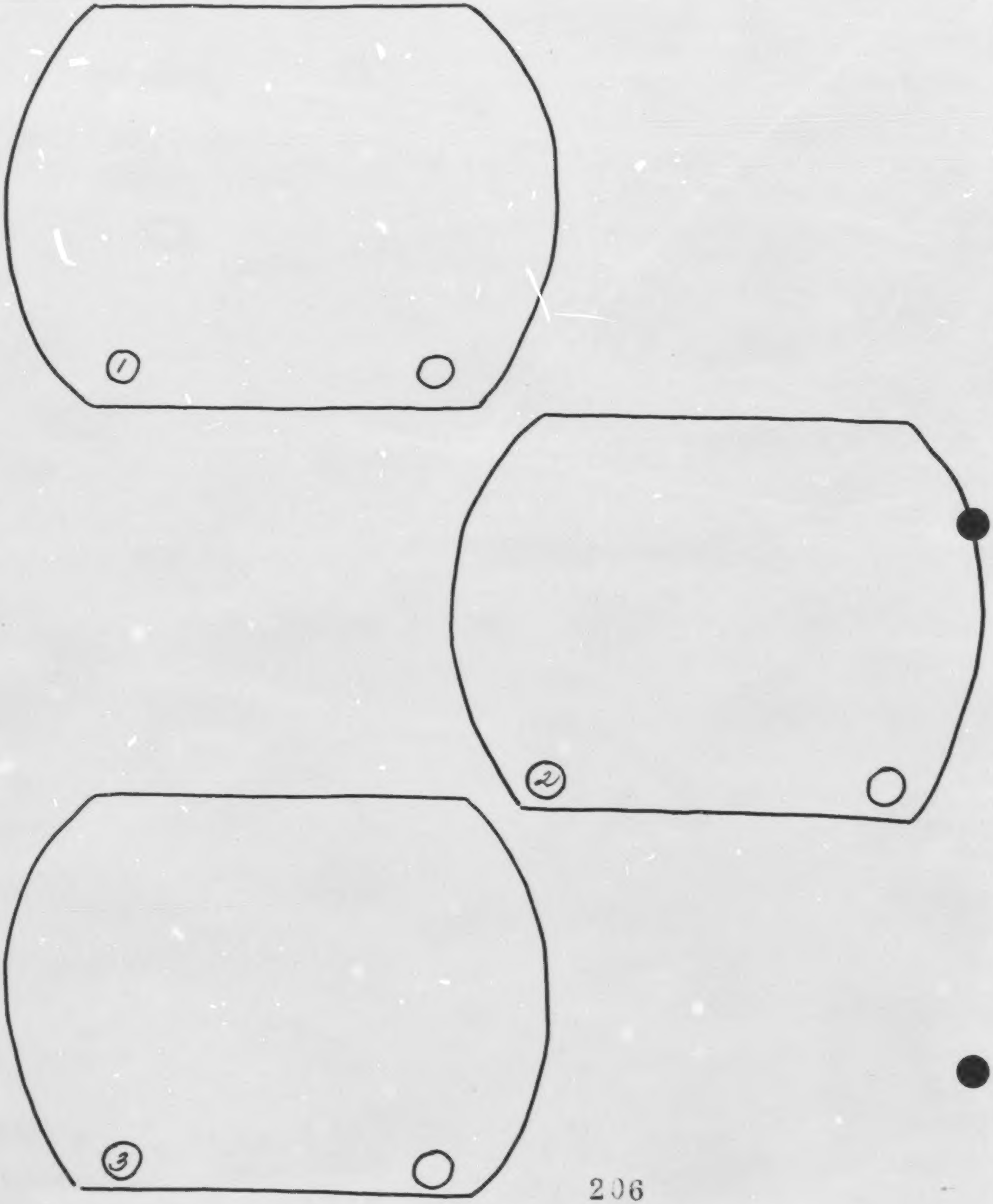

12
1
2
3
4
5
6
7
8
9
10
11

1.
2.
3.
4.
5.
6.


12
1
2
3
4
5
6
7
8
9
10
11

1.
2.
3.
4.
5.

Directions: Choosing a television program that you have seen, think of three important things that happened in it. Draw or write them on the televisions in the order that they happened.



Saint Louis Public Schools Career Education Project

WORKERS IN OUR READERS

DOMAIN: Career Awareness

CONCEPT: All persons have dignity and worth. (It is the worker, including his attitudes and the way he does his work, who brings dignity to the job.)

Sub-concept:
All persons need a job that they like since work is important to their well-being, their needs and their desires.

PERFORMANCE OBJECTIVES:

1. Pupil names a character in the story.
2. Pupil identifies the job of the character.
3. Pupil identifies what the character wanted.
4. Pupil tells how happy the character was in working for what he wanted.
5. Pupil tells how satisfied the character was.

LESSON TIME: (Determined by the teacher and class)

GRADE LEVEL: Primary III

CURRICULUM AREA:
Language Arts

NEW VOCABULARY:

Level 9s

teacher
substitute teacher
dog watcher
minister
bandmaster
blacksmith
silversmith
carpenter
inventor
pilot
policeman

Level 10S

gardener
maid
explorer
cowboys
teacher
librarian

Level 11S

pilot
actors
stage manager
property manager
sound effects man
book holder
homemaker
vendors

Level 12S

inventor
pilots
astronauts
musicians
writer
farmer

PREREQUISITE KNOWLEDGE:

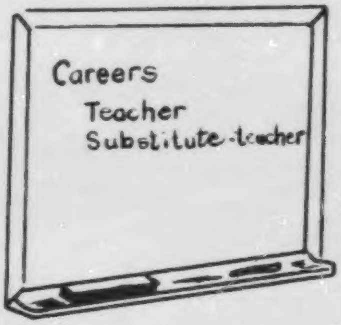
LANGUAGE ARTS
Understanding what he reads.
Telling stories of increasing length and complexity.
Giving oral explanations and descriptions.
Writing independently stories on the chalkboard and on paper.
Writing explanations and descriptions, in addition to own experiences.
Detecting common errors in own work and in classmates' work as pupil proofreads chalkboard stories and correct own papers.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Scott Foresman Reading Systems	Chart paper, or
Level 9	Poster board
Level 10	Magic markers
Level 11	Opaque Project
Level 12	

TEACHER PREPARATION:

List career vocabulary on chalkboard.

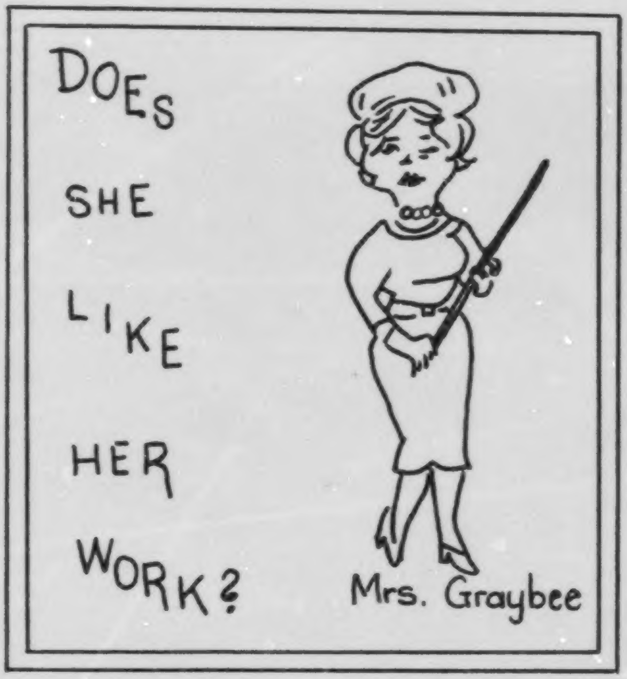


(See New Vocabulary)

Using your creativity, distribute the necessary material for making individual picture career dictionaries with words identifying a career, tools or work related objects needed, and/or place of work.

TEACHER PREPARATION: (continued)

If an opaque projector is at your disposal, enlarge the character or characters from your texts and display attractively on a bulletin board under the caption, "Does she like her work?"


DOES SHE LIKE HER WORK?
Mrs. Graybee

INSTRUCTIONAL PROCEDURES:

INTRODUCTION
On the bulletin board pupils, you see a character in our story that we are going to read today. On the bulletin board, we are going to put the characters' name, discuss what she wanted, how she worked for it, how happy she was in working for what she wanted, and how satisfied she was.

TASKS
As part of the regular reading procedure, encourage group discussion centered around the occupations of the characters in the story. The following questions may be used as good starting points for iniating discussions of various careers:

1. Who can name one of the characters in ____________________.
____?
(title of the story)

2. What kind of work did she do?

INSTRUCTIONAL PROCEDURES:

TASKS (continued)

3. Where did she work?
4. What did she want?
5. How did she work for it?
6. Did she seem to be a happy person working for what she wanted?
7. What tools or work related objects did she need for her work?

After discussion, let the pupils compose a group paragraph which summarizes the concept of career awareness developed in the story. Working together, allow them to check and correct this cooperative paragraph. After group corrections have been made, have children copy and check for accuracy.

Children will enter the careers in their "Story Book of Careers." Upon completion of each book, review the charts and compare the various occupations.

SUMMARY

The pupils will learn that it is important to understand the value and responsibility of working for something.

ASSESSMENT PROCEDURE:

Teacher constructed test in which the pupils will write a descriptive paragraph identifying the character, his or her job, needs and etc.

Saint Louis Public Schools Career Education Project

WORKERS WHO HELP US TRAVEL
(The Airlines)

DOMAIN: Career Awareness

CONCEPT: There is an interdependence among members of society.

Sub-concept:
1. Travel may be related to recreational activities as well as business activities.
2. Travel is a form of communication.

PERFORMANCE OBJECTIVES:

1. Pupil list at least ten occupations available at any given airline.
2. Pupil list at least five services provided by a given airline.
3. Pupil list at least five machines, tools or related objects available to the workers within an airport.
4. Pupil write a descriptive report on the uniform of a worker employed by a given airline.

LESSON TIME: Discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREAS:
Language Arts
Social Studies
Science
Art

NEW VOCABULARY: (To be developed)
porter
load planner
mechanic
pilot - co-pilot
airplane cleaner
air traffic controller
dispatcher (flight)
flight kitchen worker
airport manager
passenger agent
cargo loaders
"hijacking"
ticket agent
ramp serviceman
flight engineer
stewardess
radar man
ground controller
weatherman
airport engineer (flight)
sky caps
mechanic
truck drivers

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Telling stories of increasing complexity.
Giving oral directions, explanations and descriptions.

PREREQUISITE KNOWLEDGE (continued):

Writing chalkboard stories; copying corrected stories on paper.
Writing explanations, descriptions, and directions in addition to his own experiences.
Writing informal letters and invitations independently.
Reporting briefly to classmates on books which have been read independently.
Proofreading all written work.

SOCIAL STUDIES:

Recognizing St. Louis as our community.
GOALS AND GUIDELINES: Social Studies in the Primary;
Unit 2: Our City, St. Louis: Concept A: Activities A1-A15;
Pages 222-224

SCIENCE:

Understanding the following concepts:

Air can press down on water.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit 5; Concept A; Page 35

Air occupies space.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit 5; Concept B; Page 36

Air is pushed out of a container when water is poured into it.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit 5; Concept C; Page 36

When more air is added to a closed container, the pressure is increased. When air is removed from a closed container, the pressure is decreased.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit 5; Concept D; Page 36.

There is a layer of air around the earth.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit 5; Concept D; Page 36.

The faster air moves, the harder it pushes.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit 5; Concept E; Page 37

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Collection of pictures of the airport, airplanes, and airport workers. (Magazines, newspaper, brochures from airlines, postal cards, etc.)

RESOURCES REQUIRED: (continued)

Found Within the Lesson	Teacher Acquired
	Materials for construction of an airport shoe boxes small boxes construction paper tempera paint kraft paper (on a roll)

TEACHER PREPARATION:

Call the contact person at one of the following airlines for a World of Work site visitation. Some suggestions are:

	Telephone No.
Ozark Air Lines Lambert-St. Louis International Airport St. Louis, Missouri 63145	426-7400
Trans World Airlines Lambert-St. Louis International Airport St. Louis, Missouri 63145	423-9580
Eastern Airlines Lambert-St. Louis International Airport St. Louis, Missouri 63145	426-5131
American Airlines Lambert-St. Louis International Airport St. Louis, Missouri 63145	426-5111

Invite various resource persons (with uniforms, tools, and/or work related objects) to tell pupils about their work.
Enlist the help of pupils for collecting books and pictures related to the airlines.

INSTRUCTIONAL PROCEDURES:

1. Present the pictures to the pupils and encourage discussion. Ask the following questions to help guide the discussion:

   a. Has anyone ever been to Lambert-St. Louis International Airport before?
   b. What kinds of jobs are done by people who work there?

   Let the pupils list the names of the workers on the chalkboard as they name the jobs. Talk about the special names of the occupations and then discuss what these workers actually do. Emphasize what skills the workers need to do a good job.

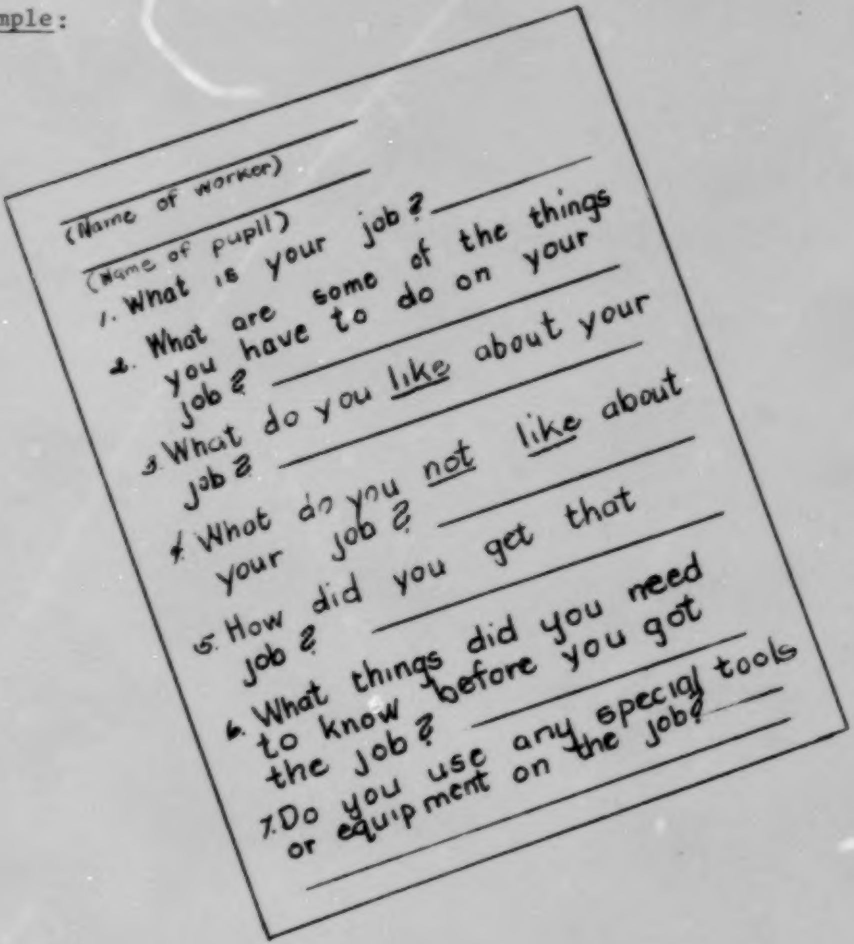
INSTRUCTIONAL PROCEDURES: (continued)

2. Make a World of Work site visitation to Lambert-St. Louis International Airport to see various workers doing specific jobs. When the pupils return to school, have them name and list on the chalkboard the specific jobs observed. Compare the workers on this list with the ones previously listed. Talk about their training and/or the skills required of each worker.

3. Divide the pupils into small groups and assign them various duties, such as:

   a. Writing letters inviting specific workers to visit their classroom and talk with pupils about their work.
   b. Make a questionnaire for the workers and duplicate enough copies for each pupil to keep in their career booklets.

   Example:



(Name of worker)

(Name of pupil)

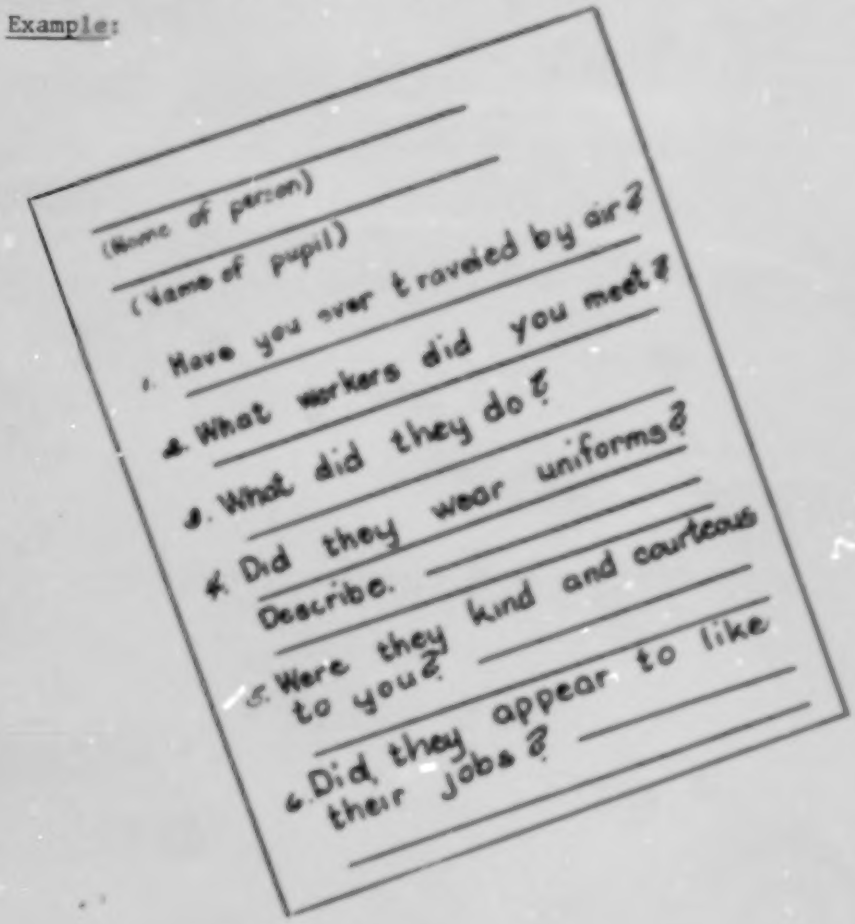
1. What is your job?
2. What are some of the things you have to do on your job?
3. What do you like about your job?
4. What do you not like about your job?
5. How did you get that job?
6. What things did you need to know before you got the job?
7. Do you use any special tools or equipment on the job?

   c. Perform experiments on air.
   (Materials needed are listed in Curriculum Guide For Science)

INSTRUCTIONAL PROCEDURES: (continued)

d. Make up and duplicate a questionnaire or question sheet for interviewing parents and neighbors about air travel.

Example:



(Name of person)

(Name of pupil)

1. Have you ever traveled by air?
2. What workers did you meet?
3. What did they do?
4. Did they wear uniforms? Describe.
5. Were they kind and courteous to you?
6. Did they appear to like their jobs?

4. Have the pupils discuss and tally the results of both questionnaires at an appropriate time. The information may prove to be very interesting and tell something about the careers of the workers as well as tell something about the attitudes of the people in the community toward air travel.

5. Let the pupils play the game, Let's Pretend, in which they will role play some of the following situations. (Allow pupils to use props, if they want.)

   a. A pilot and his crew flying a plane in bad weather.
   b. A plane being hijacked.
   c. A passenger confirming his reservations and purchasing his ticket.
   d. A stewardess taking orders and serving the passengers.

INSTRUCTIONAL PROCEDURES: (continued)

6. Have the pupils build their own airport in a corner of the classroom. A group of pupils may make the airport and hangars from small boxes such as shoe boxes and paint them with tempera paint or use construction paper (teacher guided). Another group may use their measuring skills in laying out the runways on large brown kraft paper and painting them with tempera. Assign another group of pupils to illustrate the workers doing various jobs. Make another group of pupils responsible for bringing in small cars, airplanes, trucks, etc. to add to the display.

7. Have the pupils write letters of thanks to the resource persons and the airlines personnel for sharing their experiences.

8. Have the children compile their information in career booklets, Workers Who Help Us Travel.

SUPPLEMENTAL ACTIVITIES:

1. Using the same format, explore other modes of travel such as train, bus, ship and space.

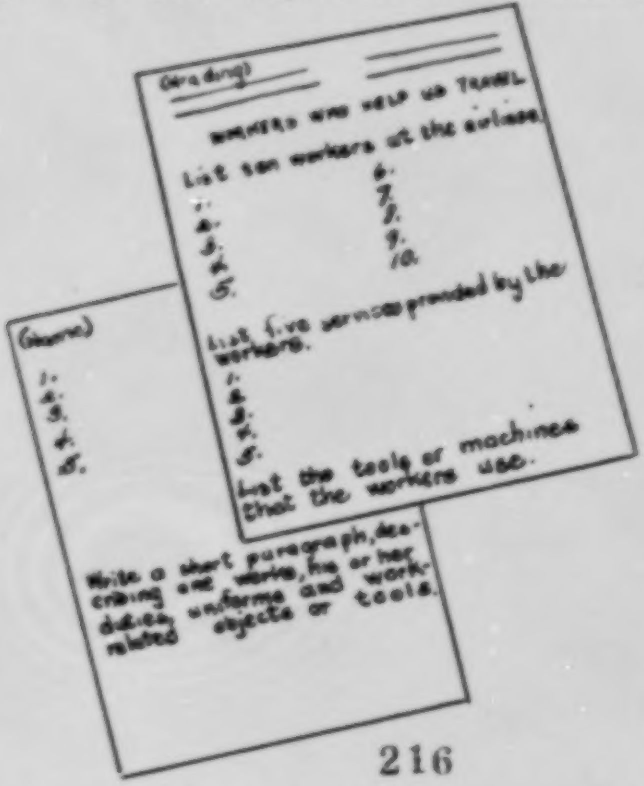
SUMMARY:

Have the pupils review the concepts learned.

ASSESSMENT PROCEDURES:

Description
Teacher-constructed test. (Duplicated or written on the chalkboard.)

Example:



(Grading)

WORKERS WHO HELP US TRAVEL

List ten workers at the airlines.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

List five services provided by the workers.

1.
2.
3.
4.
5.

List the tools or machines that the workers use.

(Name)

1.
2.
3.
4.
5.

Write a short paragraph, describing one worker, his or her duties, uniforms and work-related objects or tools.

WORKERS WHO MEASURE THINGS
(Construction)

DOMAIN: Career Awareness

CONCEPT: A wide variety of occupations may be classified in various ways.

Sub-concepts;

1. Academic skills are a prerequisite to successful performance of most occupational tasks.
2. There is a direct correlation of one's activities to possible occupational roles.

PERFORMANCE OBJECTIVES:

1. Pupil identifies the various workers who use the mathematical skills of measuring in their jobs.
2. Pupil writes a short paragraph describing how language arts, mathematics, science and social studies are used in some jobs.
3. Pupil verbalizes several future occupational aspirations.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREAS:

Language Arts
Mathematics
Science (Health)
Social Studies

NEW VOCABULARY:

CONSTRUCTION

architect
operating engineer
cement mason
carpenter
bricklayer
glazier
plasterer
tile setter
painter
floor coverer
landscaper

CONSUMER AND HOMEMAKING (Variation)

tailor
seamstress
textile chemist
fabric designer
interior decorator
upholsterer
cook
baker
dietician
food technologist
chemist

MANUFACTURING (Variation)

tool and die maker
patternmaker
arc welder
arc cutter
physicist
chemist
engineer

NEW VOCABULARY (contd.)

AGRI-BUSINESS AND NATURAL RESOURCES (Variation)
horiculturist
agricultural engineer
agronomist
geologist

HEALTH SERVICES
nurse
doctor
dietician
pharmacist
medical technologist
anesthetist

ENVIRONMENTAL CONTROL (Variation)
meterologist
physical scientist
geographer
chemist
engineer
botanist

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Telling stories of increasing complexity and length.
Giving oral directions, explanations and descriptions.
Writing independently, stories, letters, directions, explanations and descriptions on the chalkboard and on paper.
Habitually proofreading own written work.
Locating words and their meanings in the dictionary through the use of alphabetical order and guide words.

MATHEMATICS
Knowing measurements (distance, weight, time, temperature).
Knowing how to measure one inch, one-half inch, and one-fourth inch.

SCIENCE (Health)
Understanding the following concepts:
Objects may be grouped according to similarities.
Curriculum Guide for Science
Kindergarten - Grade8
Primary III; Unit I: Groups; Concept A; Page 32.

Brine shrimp eggs look like very fine coffee grounds.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit II: Brine Shrimp; Concept A; Page 33.

Brine shrimp eggs hatch in varying concentrations of salt water.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit II: Brine Shrimp; Concept B; Page 33.

NEW VOCABULARY (contd.)

Salt water algae and bacteria are the natural food of brine shrimp.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit II: Brine Shrimp; Concept D; Page 33.

There are various types of changes that occur.
Curriculum Guide for Science
Kindergarten - Grade8
Primary III; Unit II: Changes; Concept D; Page 34.

Various preserving methods prevent food from spoiling.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit III: Concept E; Page 35.

Children may differ in weight and height even though they are the same age.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit IV: How You Grow; Concept B; Page 35.

The pattern for growth is inherited.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit IV: How You Grow; Concept D; Page 35.

SOCIAL STUDIES
The pupil recognizes that education is related to job opportunities in any location.
Goals and Guidelines
Social Studies in the Ungraded Primary
Primary III; Unit II: Our City, St. Louis; Concept C;
Activities C1-C10; Page 226-228.

RESOURCES REQUIRED:

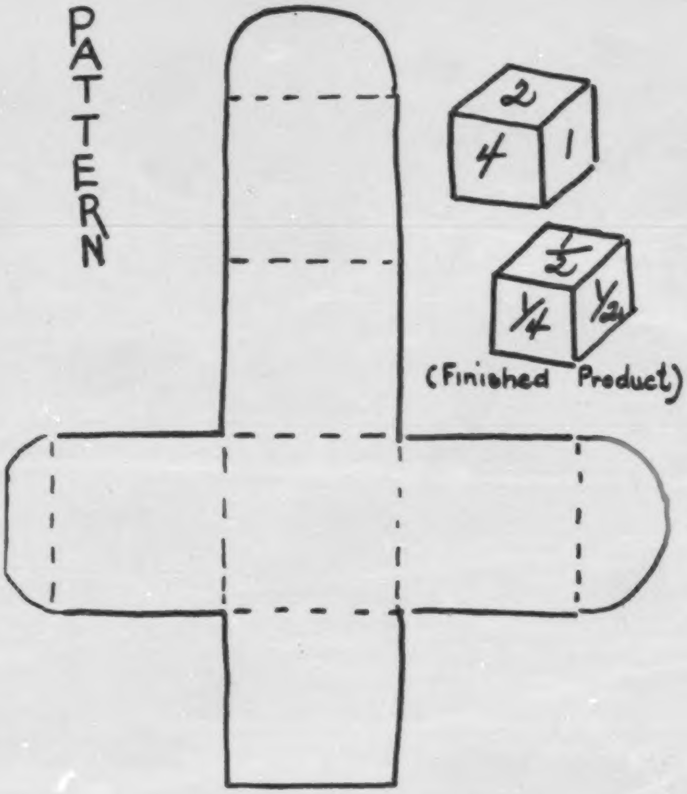
Found Within the Lesson	Teacher Acquired
Reference Sheet #1 (Ideas for careers center on workers who use measurement). Wilkinson, Jean and Ned, *Come to Work With Us in House Construction*	Locate a construction site in the neighborhood for a World of Work Walk (preferably a home being built). Cassette tape recorder Kodak Instamatic Camera CHILDCRAFT: Make and Do Volume II Filmstrips (Sound) 769-484 *Learning to Measure* 771-430 *Measurement: How To Say How Much* 769-488 *Measuring Lengths* 769-48[illegible] *Measuring Liquids*

TEACHER PREPARATION:

Locate a neighborhood construction site. (See Introduction under Instruction Procedures)

1. Visit beforehand and talk with the workers who measure things.
2. Plan a tentative schedule to be sure that the pupils will see these workers in action.
3. Secure camera and cassette tape recorder.

(See Task #4)
Make two cubes per group and cover one with the fractions one-half and one-fourth and the other one with numerals from one to six for a game.
Example:



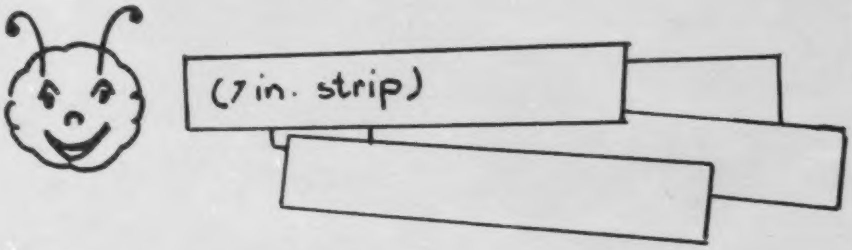
(Finished Product)

Cut on straight line.
Fold on broken line.
Glue and write fractions on each side.

TEACHER PREPARATION (contd.)

Cut out several worm heads and several seven-inch strips of colored construction paper.

Example:



Make an answer booklet showing the correct measurements of each item in the "Guess and Prove It" box. (See Task #5).

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Today we are going to begin visiting a building construction site. (World of Work Walk Trips).

I want you to observe the vast number of materials and equipment being used and the number of workers who are measuring things in action. We will go there many times to see how one day's work follows another in order to get the desired results. If a camera and a tape recorder are available, take along to record and take pictures of the workers in action. Encourage pupils to collect items at the site for measuring in the classroom such as rocks, stones, pieces of lumber, sand with the permission of the workers.

TASKS

1. Discuss with the pupils their observations of the various workers who measure things. Assist pupils in making recipe cards using the ingredients found in nature. Put the ingredients collected from the construction site and allow pupils to get them and measure them as needed.

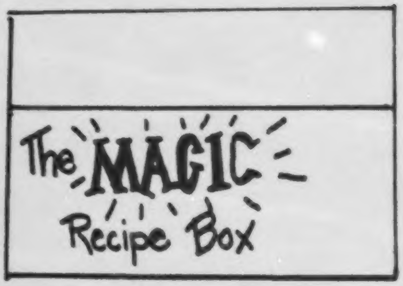
   Examples:

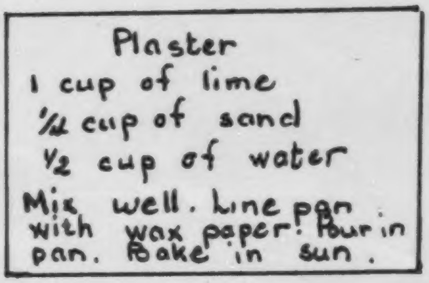
Concrete

1 c. cement 1/4 c. stones
1/4 c. sand 1 c. water

Mix ingredients well.
Pour in dish heavily greased with Vaseline.
Bake in sun until dry

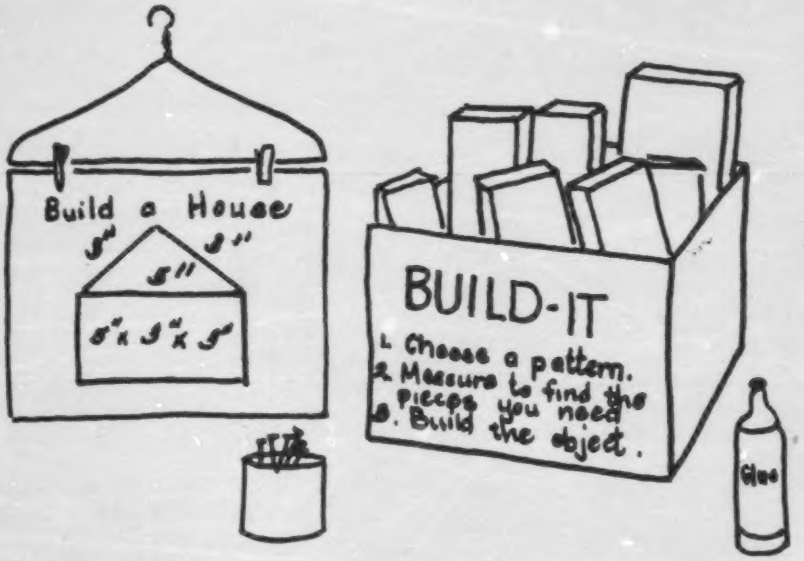
INSTRUCTIONAL PROCEDURES (contd.)


The MAGIC
Recipe Box



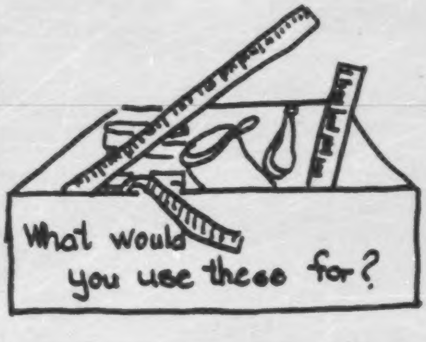
Plaster
1 cup of lime
1/4 cup of sand
1/2 cup of water
Mix well. Line pan with wax paper! Pour in pan. Bake in sun.

2. Pupils may be allowed to measure pieces of wood given to them by the workers and follow directions on the cards to build the object. (Ample suggestions for directions in building various objects may be found in CHILDCRAFT, Volume II, Make and Do).
Example:


Build a House
5"
5"
5"
5" x 5" x 5"
BUILD-IT
1. Choose a pattern.
2. Measure to find the pieces you need
3. Build the object.
Glue

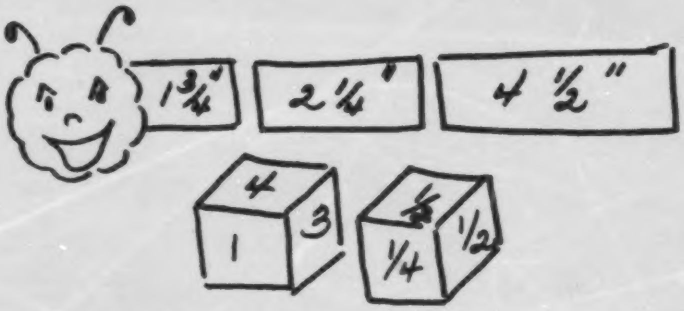
3. Place in a box a variety of measuring tools. Allow the pupils opportunities to measure various objects and then record the title of many workers who used this device and tell how they used the tool.

Measuring Device Used	Worker Who Measures
Ruler	
Tape Measure	


What would you use these for?

INSTRUCTIONAL PROCEDURES (contd.)

4. Play a measuring game with pupils. Divide class into small groups with six to eight pupils in a group. Give each pupil in the group a worm head, several seven-inch strips of construction paper, a pair of scissors and a foot ruler. Give each group a set of cubes. Let each pupil throw the cubes as if they were dice and the one who comes up with the highest total will begin the game. Each player will take his turn (rotating to left) throwing the cubes and cut a strip to the length shown on the cubes. The first player to make a worm twenty-inches long is the winner.
Example:

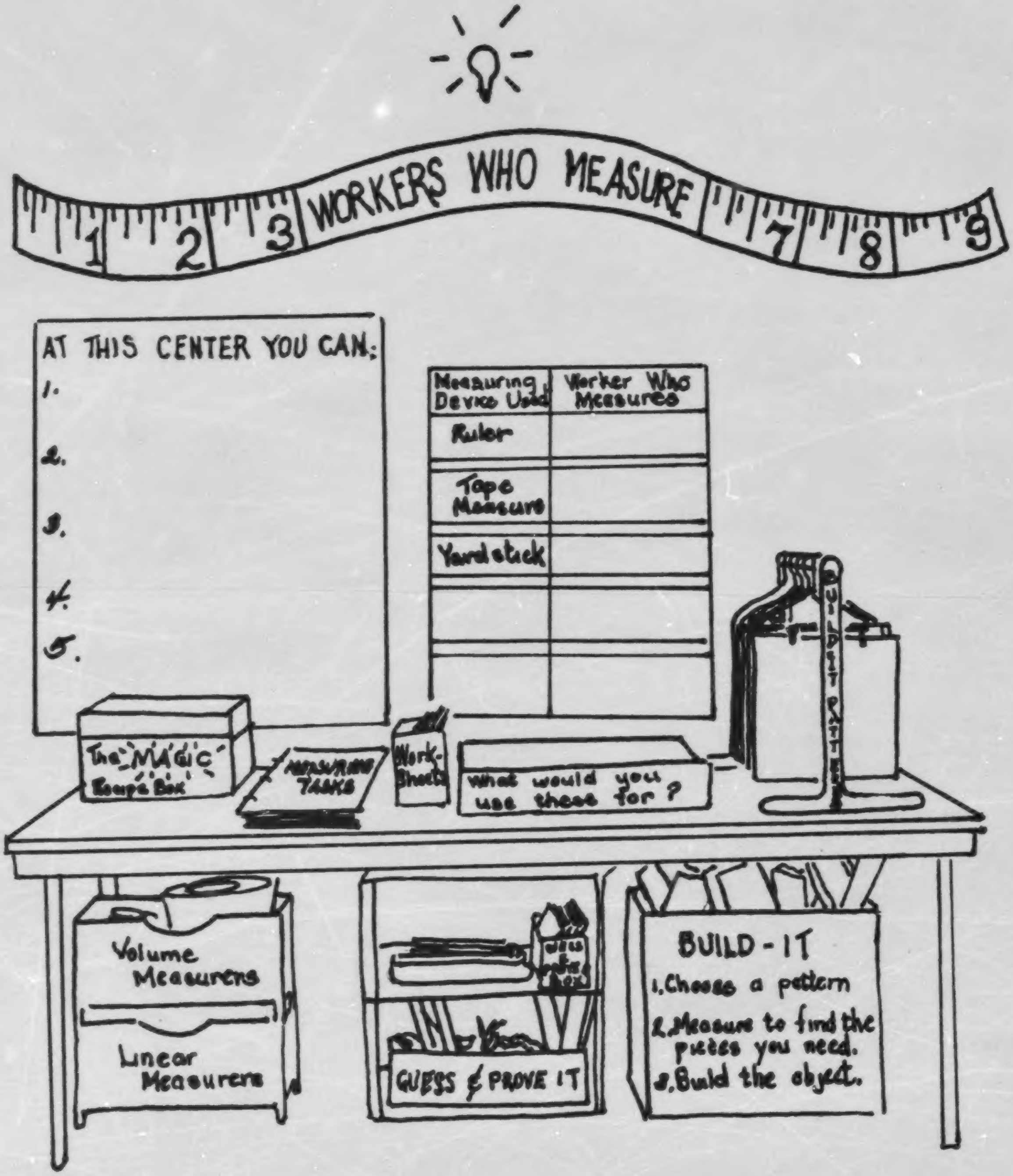


5. In the Guess and Prove It box, display objects that are different lengths and sizes that were collected from their World of Work Trips to a construction site. Let the pupil estimate how long or wide an object may be and then measure it. The pupil will record his findings in his own record book.

SUMMARY
As a result of participation in the above activities, hopefully, the pupil will be able to correlate the importance of acquiring the necessary academic skills with successful performance of job skills.

SUPPLEMENTAL ACTIVITIES:
Play a riddle type game. (Reference Sheet #2)
(Variation)
Using the same format, the teacher may expose the pupils to other career clusters, such as, Personal Services, Health Services, Hospitality and Recreation, Environmental Control, etc. It's just a simple matter of introducing a new vocabulary, collecting measuring devices and various objects for measuring.

Reference Sheet #1


WORKERS WHO MEASURE
1
2
3
7
8
9
AT THIS CENTER YOU CAN:
1.
2.
3.
4.
5.
Measuring Device Used
Worker Who Measures
Ruler
Tape Measure
Yardstick
The MAGIC Recipe Box
MEASURING TASKS
Work-Sheets
What would you use these for?
BUILD IT PATTE
Volume Measurers
Linear Measurers
GUESS & PROVE IT
BUILD-IT
1. Choose a pattern
2. Measure to find the pieces you need.
3. Build the object.

Reference Sheet #2
RIDDLE IN RHYME
(Construction)

I check the site, the laws and codes,
Draw plans for building crews,
To show them how the building will look,
Materials to use.
(An architect)

I run tractors, shovels, cranes,
Machines that builders need,
Know how they work
And measure their load and speed.
(An operating engineer)

I measure the place for basement floors
With forms for width and length.
I make the walls with concrete blocks,
Measure eveness and strength.
(A cement mason)

I build the wood frame of a building,
Make moldings, stairs, and doors,
I measure, work with hammer, saw, and nails
And also make the floors.
(A carpenter)

I measure very carefully
Where I will lay the brick.
I measure, mix, and spread the mortar with a trowel
And make it neat and thick.
(A bricklayer)

I measure, cut and put in glass.
My special tools are there.
The glass must fit exactly right.
I do it with great care.
(A glazier)

I measure and mix the plaster that I need,
Then spread it when it's wet.
It takes three coats to make a wall.
I wait for each to set.
(A plasterer)

I measure first, find a straight line,
And then spread on the paste.
I set the tiles down side by side
Until each one is placed.
(A tile setter)

I measure, mix the paint and stir it well.
The color must be right.
I paint the ceilings and the walls.
I make them clean and bright.
(A painter)

Reference Sheet #2 (contd.)

I check the soil and sun and shade
To see where things will grow
Then measure where to plant the bushes and the trees,
Lay sod down row by row.
(A landscaper)

I check the floor and measure it.
Then I cut, fit and lay
Carpet, linoleum or tile.
It's placed a certain way.
(A floor coverer)

Saint Louis Public Schools   Career Education Project

WORKERS IN OUR NEIGHBORHOOD
(A Career Matching Game)

DOMAIN: Career Awareness

CONCEPT: A wide variety of occupations may be classified in various ways.

Sub-concept:
Workers may be classified according to the services they provide in a neighborhood or community.

PERFORMANCE OBJECTIVE:

Pupil relates the performance of the worker in the neighborhood or community with the needs of the community.

LESSON TIME: (Varies - depending upon the needs of the pupils).

GRADE LEVEL: Primary III

CURRICULUM AREAS:
Language Arts
Social Studies
Mathematics

NEW VOCABULARY:
Depends upon observation in the neighborhood or community.

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Understanding vocabulary related to careers
Associating ideas
Expressing ideas orally
Classifying ideas

SOCIAL STUDIES
Recognizing St. Louis as our community.
Goals and Guidelines: Social Studies in the Primary;
Primary III, Unit 2: Our City, St. Louis;
Concept A: Activities A7, A12; Pages 222 and 223

Recognizing that education is related to job opportunities in any location.
Goals and Guidelines: Social Studies in the Primary;
Primary III, Unit 2: Our City, St. Louis;
Concept C: Activities C-9; Page 228

MATHEMATICS
Knowing basic multiplication facts for 2's, 3's, 4's and 5's.
Teacher's Guide for Mathematics
Kindergarten - Grade 8; Page 7

TEACHER PREPARATION:

Formulate key questions centered around the workers in the neighborhood who provide services.

Make cards stating the categories or groups from which the pupils will formulate their questions. (Supplemental Activity 2)

Suggested Categories:

1. Uniforms of neighborhood workers
2. Daily work of neighborhood workers
3. Transportation of neighborhood workers
4. Tools of neighborhood workers

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

There was a television show called *The Match Game*. In this game there were two groups competing for points by trying to match their teammates' answers. We might have fun trying to play it.

TASKS

Explain to the pupils that there will be four members on each team. Allow them time to divide into teams by counting by fours. Begin playing with two teams, emphasizing that all will get a chance to play. The team with the highest score will play the next team until every team gets a chance to play. Each time an answer is matched by each member of a team, the team receives a point. For example, ask the following question: What public service worker empties the trash cans in your neighborhood? Each member on that team will write down an answer on paper and hold it up when asked to do so. If every team-mates' answer matches, then that team will score. Try a few rounds just for fun before you start the contest.

Examples of Questions:

1. Name the service worker who checks the telephone wires when they bread. (linesman)
2. Name the private worker who brightens up your fence when it shows signs of peeling. (painter)
3. Name the service worker who returns our soiled clothes, clean, bright and ironed. (laundry man)
4. Name the service worker who delivers the newspaper to your home. (paper boy or paper man)
5. Name the service worker who keeps yards looking very beautiful, the grass cut, flower beds weeded. (gardeners)
6. Name the private service worker who comes to your house monthly and reads the meters. (meter reader)
7. Name the public service worker who brings letters, packages, etc., to your door. (mailman)

SUPPLEMENTAL ACTIVITIES:

1. The whole class may play the game at one time by dividing the group into two teams which work from their seats and hold up their papers by teams. If you have an extra pupil, allow him to act as a scorekeeper for recording points on the chalkboard.
2. The game may be played using the same format as the above but allowing the pupils time to formulate questions in a small group activity. Pupils should use information from interviews with and observations of neighborhood workers. Have the pupils select a

SUPPLEMENTAL ACTIVITIES (#2 cont.)

card to determine categories for their questions.

ASSESSMENT PROCEDURE:

SUMMARY
An excellent game-like activity for reviewing and strengthening various concepts previously developed.

WORKERS FROM PLANTING TO MARKET

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub-concepts:

1. Many workers are involved before we receive a product.
2. Machines and tools help many workers perform their task.

PERFORMANCE OBJECTIVES:

1. Pupil gives an oral description of the duties of at least eight out of ten workers involved in the production of fruit.
2. Pupil identifies the workers according to their tools, uniforms and work-related objects.
3. Pupil identifies the worker according to the place in which he or she works.
4. Pupil classifies the worker according to indoor or outdoor conditions.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREAS:

Language Arts
Science
Mathematics

NEW VOCABULARY:

fruitgrowers (farmers)
pruners
sprayers
thinners
irrigators
harvesters
sorters
packers
truck drivers
grocers
cashiers

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Writing experience stories related to the various activities (independently, in groups, or dictated to the teacher).

Developing a vocabulary of new words, terms, and job titles (individually or in a small group activity).

Practicing interviewing and questioning skills to use on World of Work Field Trips and in talking with resource persons.

Utilizing his or her writing skills.

Writing and sending letters and thank-you notes to resource persons and friends.

SCIENCE
Understanding these concepts:

Breakfast should include milk, fruit, cereal and a protein food.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit III; What To Eat;
Concept E; Page 26

Plants provide a large variety of fruits and vegetables each day.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit III; What To Eat;
Concept F; Page 26

One should eat at least four servings of fruit and vegetables each day.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit III; What To Eat;
Concept F; Page 26

Fruits and vegetables should be washed before eating them.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit III; What To Eat;
Concept G; Page 26

Many foods we eat are seeds or structures that contain seeds.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit IV; Life of Beans and Peas;
Concept A; Page 26

Seeds differ in size, shape, color, texture, and other covering.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit IV; Life of Beans and Peas;
Concept B; Page 27

Germination is iniated by warmth, moisture, and air.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit IV; Life of Beans and Peas;
Concept C; Page 27

Seedlings grow and change into plants like the one they come from.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit IV; Life of Beans and Peas;
Concept D; Page 27

Seeds produce plants which produce more seeds.
Curriculum Guide for Science:
Kindergarten - Grade 8; Unit IV; Life of Beans and Peas;
Concept G; Page 28

MATHEMATICS
The pupil will measure cups, pints, and quarts.
Teacher's Guide for Mathematics:
Kindergarten - Grade 8; Page 5

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Recipe for Strawberry Jam 	Seed and Nursery catalogues (Use telephone directory for sources). Frozen fruit (strawberries) Hot plate 2 large kettles 2 laddles 2 measuring cups Filling cups Metal spoons Cloths Paper towels Baby food jars Cook's mitt Second-hand watch Resource Persons Tom McCafferty Doan Agricultural Service, St. Louis, Missouri 63144 Parents World of Work Site Visitations Eckerts (Illinois) Seed collection (fruit)

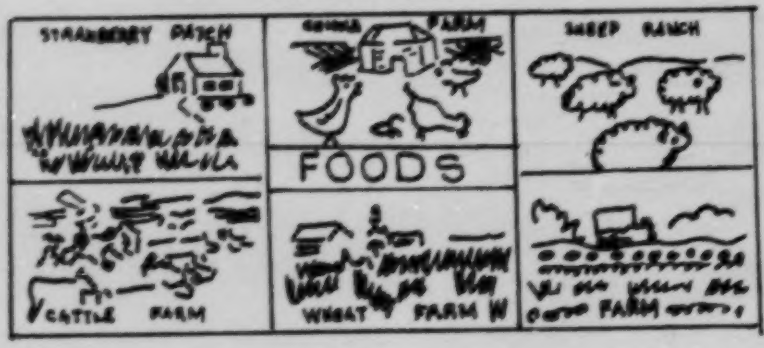
TEACHER PREPARATION:

Display the pictures that were attractively cut-out by the pupils from the seed or nursery catalogues (these usually show how each fruit is grown and the worker involved) on a bulletin board.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Bulletin Board



INSTRUCTIONAL PROCEDURES (cont.)

Begin discussion on what food we eat each day. No doubt the pupils will mention meat, bread and vegetables, but few will think to mention fresh fruits and juices.

Ask the pupils to name the workers involved in productin bread, meat, and fruit. Pupils may draw pictures of the workers or write the title of the occupations and place in an appropriate area on the bulletin board.

Use the following chart as a reference.
(World Book Encyclopedia)

MEAT (Workers)

1. ranchers
2. farmers
3. engineers (railroad)
4. slaughterers
5. truck drivers
6. meat packers
7. livestock buyers
8. butchers
9. sausage makers
10. inspectors
    a. plant
    b. veterinary
    c. carcass
    d. meat processing
11. scientist
12. packagers
13. labelers
14. grocers

BREAD (Workers)

1. wheat farmers
2. truck drivers
3. millers
4. bakers (various machine operators
5. office workers
6. purchasers
7. engineers
8. researchers
9. developers
10. packagers
11. salesmen
12. sanitation workers
13. grocers

FRUIT (Workers)

1. fruitgrowers
2. pruners
3. sprayers
4. thinners
5. irrigators
6. harvesters
7. sorters
8. packers
9. truck drivers
10. canners
11. grocers

Call attention to the fact that so many of us forget to include the very important food - fruit - in our daily diet (denoting that the Vit-a-Lunch has fruit in it) and perhaps we should do more study of fruits, their uses, the many workers involved, and their preparation.

INSTRUCTIONAL PROCEDURES (cont.)

TASKS

Discuss the pictures of the fruits and the workers involved. (See TEACHER PREPARATION concerning the display).

To stimulate the discussion, the following key questions may be used:

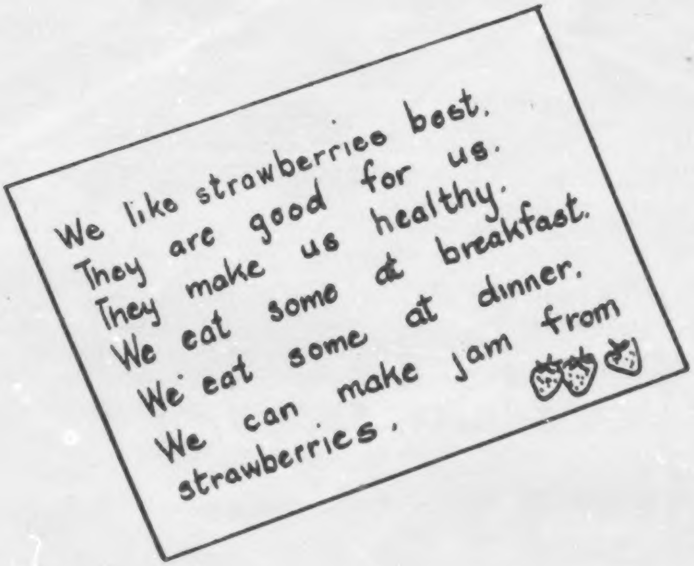
1. How do each of these fruits grow?
2. Who are the workers involved in the growing of fruit?
3. What fruits have you seen growing?
4. What worker have you seen performing their duties during the growth process?
5. What fruit did you have at breakfast? At lunch? At dinner?
6. What kinds of food can be made from raw or cooked fruits?

After discussing the bulletin board, make a survey, choosing the favorite fruit of the class. The teacher will list the various names of the fruits on the chalkboard and then appoint one pupil to tally the results.

Have the pupils make a site visitation to an orchard or a farm where fruits are grown.
Example: Eckerts (spring or fall of the year)

Encourage the pupils to use their interviewing and questioning techniques.

Let the pupils develop reading and social studies stories from various interviews and discussions. The stories written or developed should be mimeographed or duplicated, so that each pupil will have a copy.
Example:



We like strawberries best.
They are good for us.
They make us healthy.
We eat some at breakfast.
We eat some at dinner.
We can make jam from
strawberries.

INSTRUCTIONAL PROCEDURES (contd.)

Ask and discuss the following questions with the pupils:

1. How can we find out how to make jam?
2. Who will we ask?
3. Who can bring a recipe for us?

The pupils may write stories as a result of their interviews.
Example:

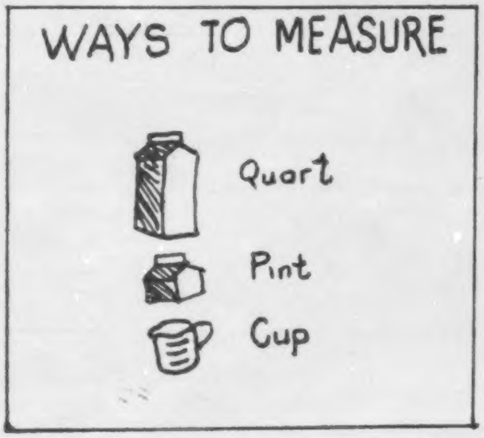
We cook fruit to make
jam.
We must put sugar in it.
We must put something in
it to make it thicker.
We want to make jam.

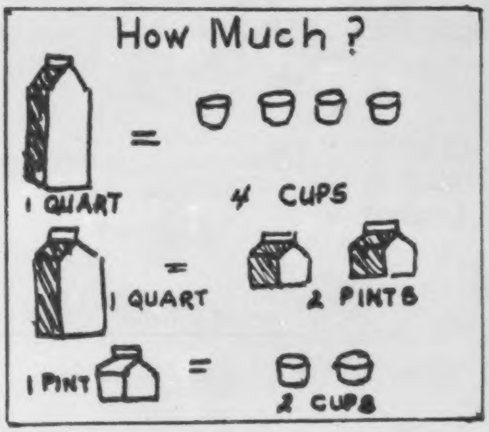
Print the following recipe on the chalkboard and mimeograph or duplicate a copy for each pupil.

Strawberry Jam

6 cups of thawed strawberries
1 box of pectin
7 cups of sugar

Additional Directions:
Mix one box of the pectin (jelling agent) with six cups of strawberries; stir until the mixture comes to a fast boil. At once, add seven cups of sugar, bring to a full rolling boil for one minute, then remove from the heat, skim off foam with a metal spoon. Cool about five minutes. Then pour into small jars. (Yields serving for 25).





INSTRUCTIONAL PROCEDURES (contd.)

Have several practice sessions in which emphasis is placed on measuring and time in minutes and seconds.

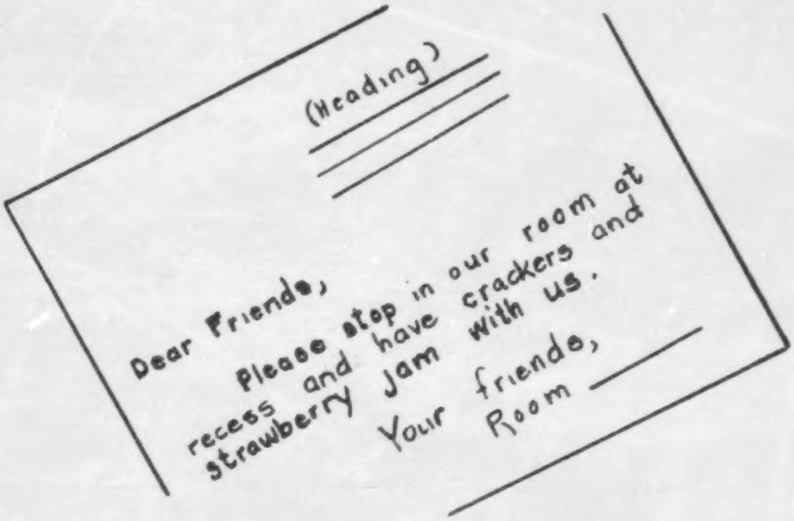
After practicing the measuring skills, assign the pupils different jobs necessary for successful production, thus illustrating the principle that the division of labor makes production faster and easier.
Example of job titles that may be used are:

1. Sanitation Department
    - Washers
    - Rinsers
    - Dryers
2. Jam Makers
    - Measuers
    - Stirrers
    - Clock Watchers
    - Recorders
    - Pourers or Jar Fillers

ASSESSMENT PROCEDURES:

SUMMARY

The pupils may write an invitation to another classroom to share the jam.
Example:



(Heading)

Dear Friends,

Please stop in our room at recess and have crackers and strawberry jam with us.

Your friends,
Room

Appoint a hostess and helpers to serve the guest. For entertainment, during their little party, have some of the pupils make up riddles about the workers from planting to market. The others try to guess.

Saint Louis Public Schools   Career Education Project

WHO MAKES OUR BREAD?

DOMAIN: Career Awareness

CONCEPT: All persons have dignity and worth. (It is the worker, including his attitudes and the way he does his work, who gives dignity to the job).

Sub-concepts:

1. Many workers earn money by making things at the bakery that others want and need to buy.
2. Many workers earn money by providing a service at the bakery.
3. Machines and tools help workers.

PERFORMANCE OBJECTIVES:

1. Pupils list at least ten occupations from the bakery to the grocery store in regard to bakery products.
2. Pupils list at least eight products of a bakery.
3. Pupils list at least five machines or tools available to workers within a bakery.
4. Pupils write a descriptive report of the tools and the uniform of one worker who is employed in a bakery.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREAS:

Language Arts
Social Studies
Science
Mathematics
Art

NEW VOCABULARY:

farmers
wheat
truck drivers
flour mills
mixers
office workers
purchasers
engineers
researchers
developers
packagers
salesmen
sanitation workers
delivery men
grocer

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Telling stories of increasing complexity and length.
Showing increasing facility in giving oral directions, explanations and descriptions.
Showing increasing independence in writing stories on the chalkboard and on paper. He writes explanations, descriptions, and directions in addition to his own experiences.
Writing informal letters and invitations independently.
Reporting briefly to his classmates on books which he has read independently.

PREREQUISITE KNOWLEDGE (cont.)

SOCIAL STUDIES

Realizing his responsibility as a member of his community.
Goals and Guidelines: Social Studies in the Primary;
Concept E; Activity E2; Page 221.
Curriculum Guide and Resource Book; Integrating Black Studies into the Kindergarten and Primary Grades;
The Community; Pages 71-72.

Recognizing Saint Louis as our community.
Goals and Guidelines: Social Studies in the Primary;
Concept A; Activity A12; Page 223.

MATHEMATICS

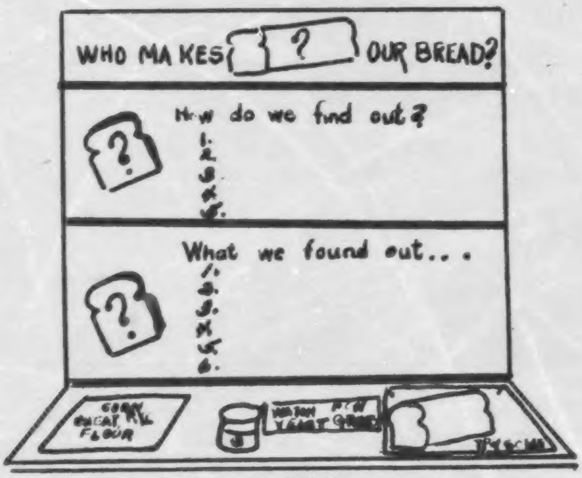
Measuring ingredients for the hands-on experience.
Timing the rising and baking of bread.
Using the basic computational skills.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Worksheets	World of Work Field Trips to a bakery and a library Resource Persons Parent or parents (to assist in baking bread as a hands-on experience) Various workers from the bakery Filmstrip *Workers Who Provide Food* (Workers Series) 770-542 Audiovisual Services

TEACHER PREPARATION TASKS:

Construct a learning center for motivational purposes. See suggested example below:



TEACHER PREPARATION TASKS (cont.)

For the experiment on the growth of yeast, you will need the following materials listed below:

1/2	cup of yeast
1	teaspoon of sugar
1	cup of warm water
1	glass jar

Acquire a simple recipe for making bread.

INSTRUCTIONAL PROCEDURES:

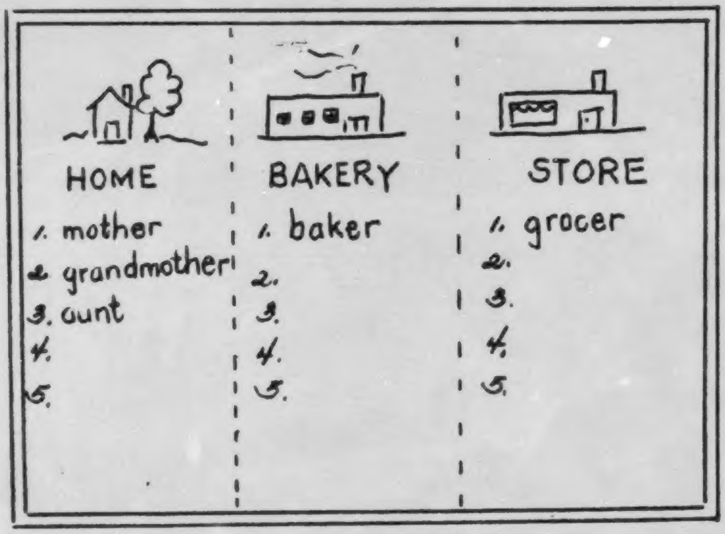
INTRODUCTION

Begin by asking the pertinent question, Who Makes Our Bread? (See TEACHER PREPARATION concerning the suggested bulletin board and science center). For the purpose of stimulating and guiding the discussion, the following key questions may be used:

1. Where do we get our bread?
2. Who are the workers involved in getting bread to us?
3. What breads have you seen made? Where?
4. What workers have you seen performing tasks during the baking process?
5. What kinds of breads have you eaten?

During the discussion, the teacher may write the following captions on the chalkboard.

Example:



HOME	BAKERY	STORE
1. mother	1. baker	1. grocer
2. grandmother	2.	2.
3. aunt	3.	3.
4.	4.	4.
5.	5.	5.

Have the pupils list the workers under the correct captions. As the discussion moves along, the teacher may ask the pupils to list on another section of the chalkboard some of the ways of finding out what workers are involved in the making of bread. (The teacher may record the various ways on the chalkboard). Then have a pupil to copy the story on chart paper, construction paper or oak tag and pin or display it at the science center.

INSTRUCTIONAL PROCEDURES (cont.)

Example:

HOW DO WE FIND OUT?

1. We will read.
2. We will ask the workers.
3. We will write for help.
4. We will take a World of Work trip to a bakery.
5. We will see films and filmstrips.

TASKS

Let the pupils divide themselves into small working groups of approximately five or six pupils. Assign each group the responsibility of planning and executing one or more of the following activities listed below:

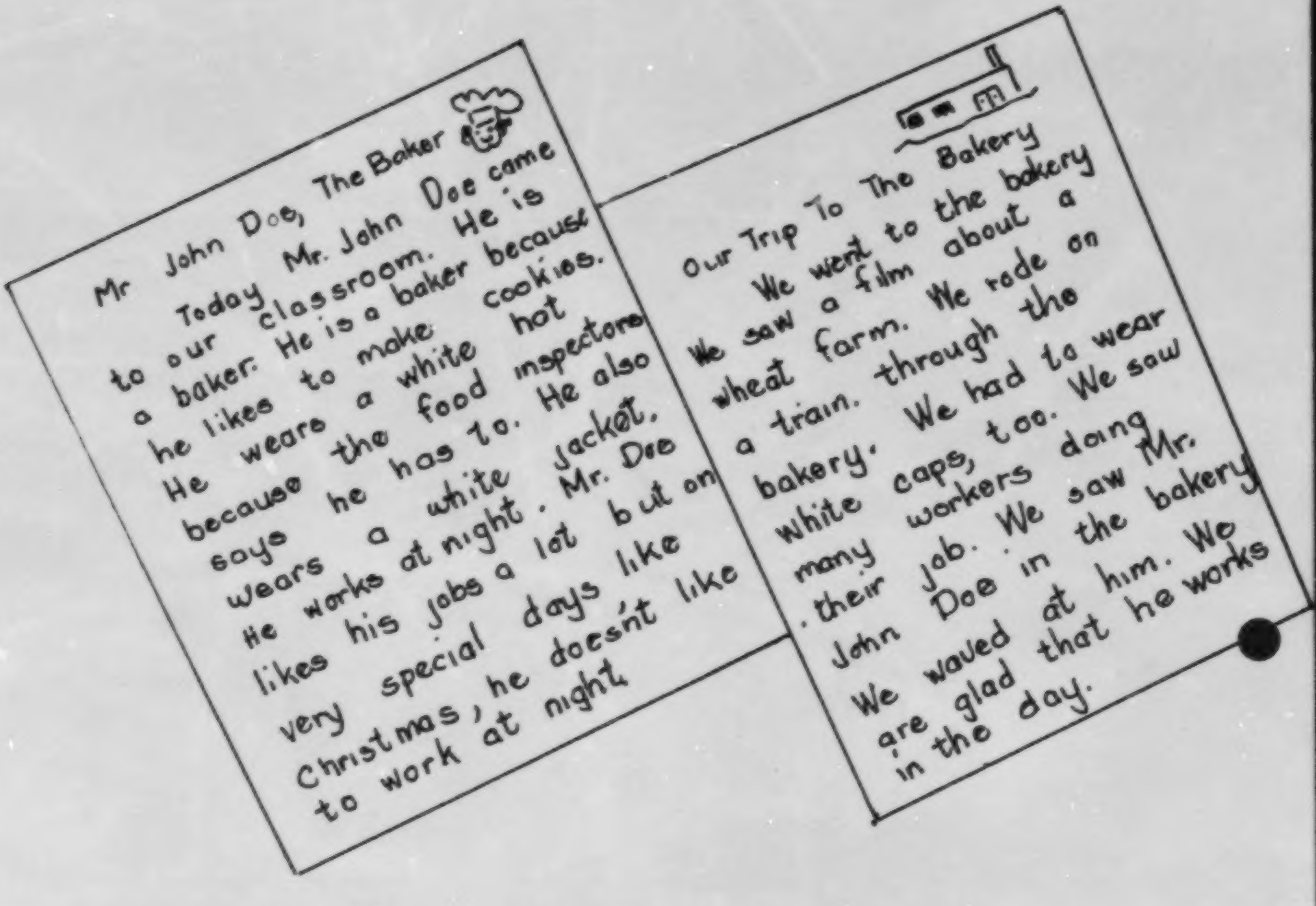
1. Obtaining books from the public library, school library, home, and etc. concerning the bakery, bread, wheat, and so forth.
2. Reading books and orally reporting information to class.
3. Writing letters to various agencies requesting information about the workers in the bakery. Consult the Yellow Pages (telephone directory) for the addresses of bakeries in our community. The address of the American Bakery Association which has a wealth of information is 20 North Wacker Drive, Chicago, Illinois, 60606.
4. Writing letters requesting permission to visit.
5. Making telephone calls or writing requests for resource persons to appear in uniform if possivle, with tools or work related objects.
6. Making a QUESTION BOX.
7. Performing the science experiment with yeast and reporting their findings to the class. (Remember to record all findings at the science center as each task is completed).
8. Finding a simple recipe for making bread, coping and duplicating enough sheets for the class.
9. Enlisting the help of parents in making bread. (If home economic facilities are not available at your school, arrange for a few group of pupils to meet at one of their homes and make bread and share their experience with the class. Caution: DO NOT ATTEMPT TO MAKE BREAD WITHOUT THE ASSISTANCE OF A PARENT OR AN ADULT).

Have the pupils take a World of Work Trip to a wholesale bakery and a neighborhood bakery.

Have the pupils develop various reading and social studies stories from the various interviews with the resource speakers and discussions about the World of Work Trips. After the stories have been written or developed, they may also be duplicated, so that each pupil will have a copy to read.

INSTRUCTIONAL PROCEDURES (cont.)

Examples:



Mr John Doe, The Baker

Today Mr. John Doe came to our classroom. He is a baker. He is a baker because he likes to make cookies. He wears a white hat because the food inspectors says he has to. He also wears a white jacket. He works at night. Mr. Doe likes his jobs a lot but on very special days like Christmas, he doesn't like to work at night.

Our Trip To The Bakery

We went to the bakery. We saw a film about a wheat farm. We rode on a train through the bakery. We had to wear white caps, too. We saw many workers doing their job. We saw Mr. John Doe in the bakery. We waved at him. We are glad that he works in the day.

Have I WANT TO BE time. Let each pupil tell what he wants to be when he or she grows up. If the pupil shows an interest in a particular worker who provides us with bread, let him or her explore the occupation further by making a booklet about the worker. The pupil may draw the pictures with crayons or cut pictures from magazines. The booklet may include a list of what the worker does on the job, a list of what he or she does at home, a list of what he or she does for recreation, and a list of the tools and/or work-related objects that are used by the worker.

Have the pupils work the puzzle (Worksheet #1). Ask the pupils to write occupational titles of the workers on the loaf of bread in the order in which they occur in the making of bread. Divide the class into groups according to abilities. The younger group will unscramble the lists by drawing pictures of each worker showing the performance of his or her duties with a particular process. The more mature group will write a

INSTRUCTIONAL PROCEDURES (cont.)

paragraph explaining each process in the order which it is used.

Have the pupils cut out the pictures and paste them in order to tell the story of a loaf of bread (Worksheet #2 and Worksheet #2a).

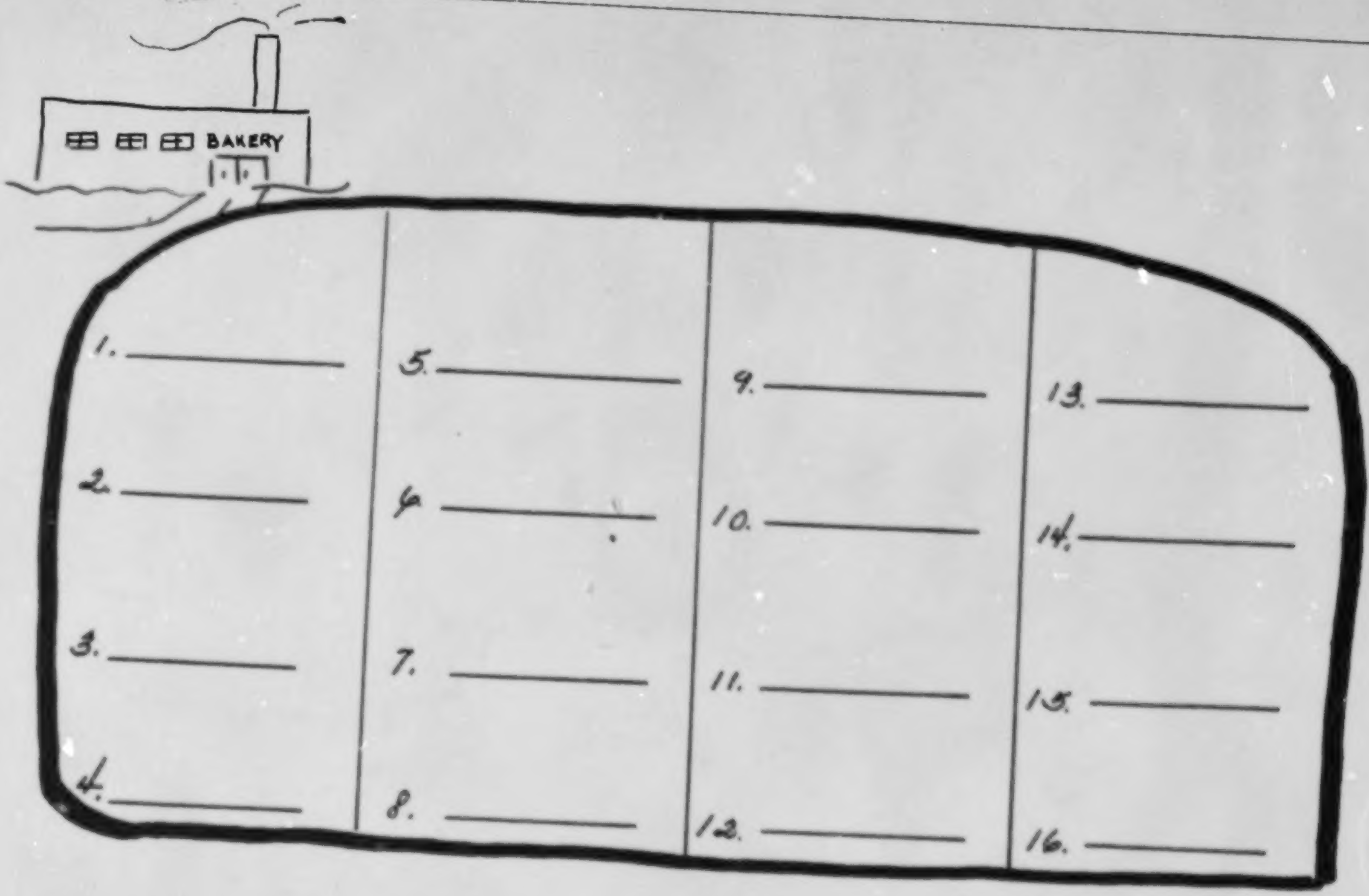
ASSESSMENT PROCEDURES:

DESCRIPTION

Teacher constructed test. (May use Worksheet #1 or #2.

Worksheet #1

Directions: Write the name of the workers on the loaf of bread in the order in which they occur in the making of bread.

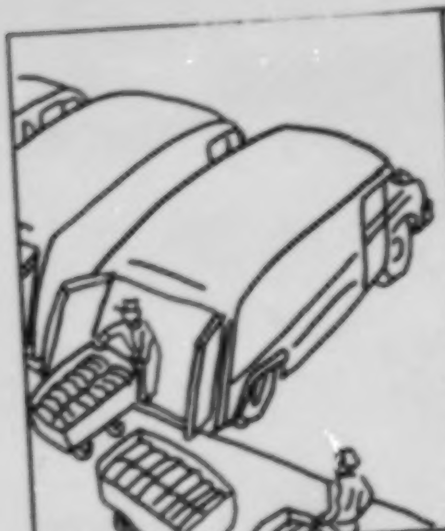


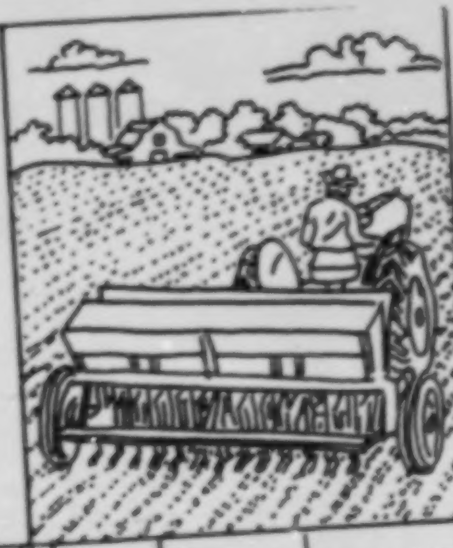
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________

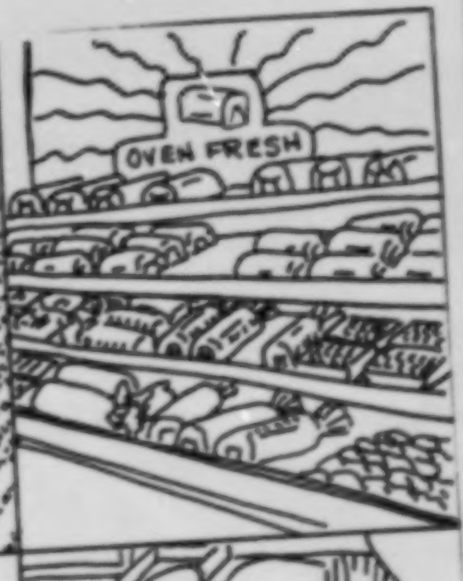
WHO MAKES OUR BREAD?

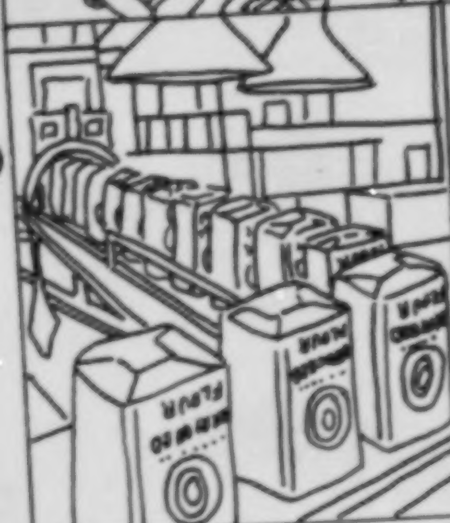
Worksheet #2

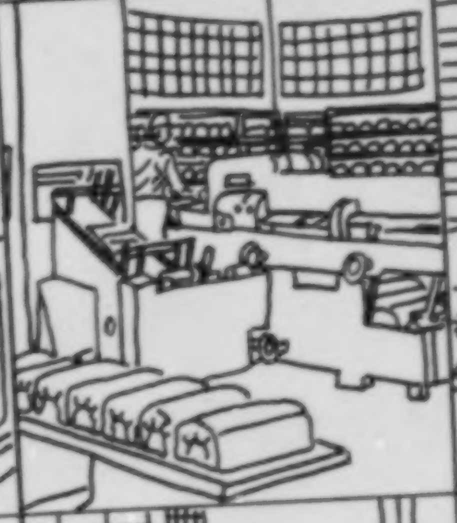
Directions; Cut out the pictures and put them in order to tell the story of a loaf of bread and some of the workers.

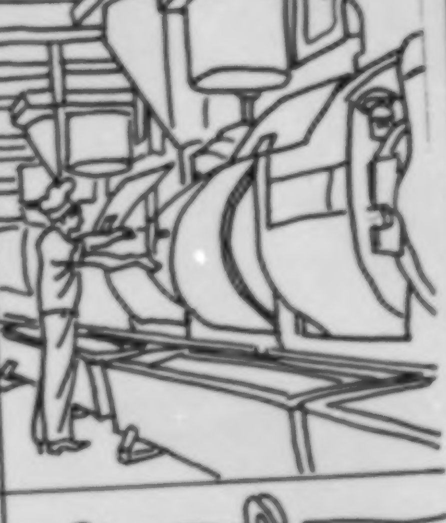


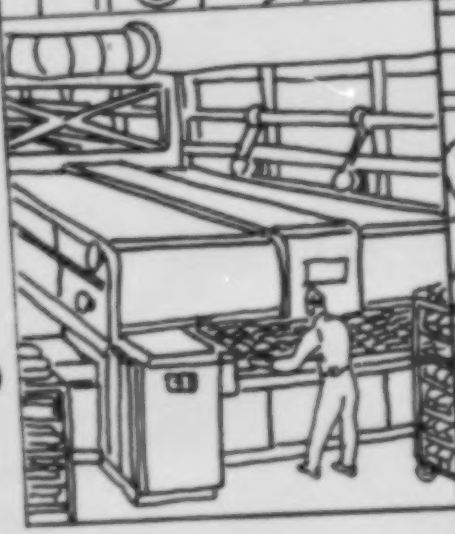


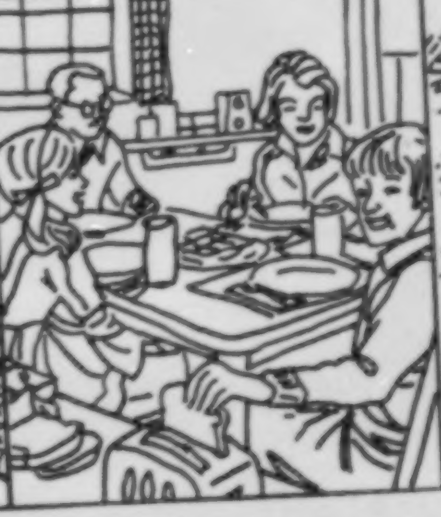


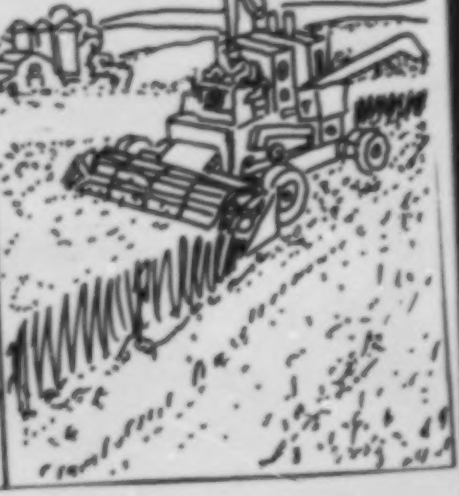












Worksheet #2a

Directions: Paste the pictures in the correct order to tell the story of a loaf of bread and some of the workers.

first	second	third
fourth	fifth	sixth
seventh	eight	ninth

MAYOR FOR A DAY
(A Decision Making Activity)

DOMAIN: Self Awareness

CONCEPT: Aptitudes, interests, abilities, and values are unique to each individual.

PERFORMANCE OBJECTIVES:

1. Pupil becomes aware of the relationship between his interests and his choices.
2. Pupil recognizes that reasons for making choices may change.
3. Pupil recognizes that choices may or may not be accepted by his peers.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREA:

Language Arts
Social Studies
Art

NEW VOCABULARY:

Mayor
building permit
Board of Alderman
(Names of the buildings and workers needed)

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS
Giving oral directions, explanations, and descriptions.
Writing stories, letters, directions, explanations and descriptions on paper.

SOCIAL STUDIES:
Becoming acquainted with government.
Goals And Guidelines: Social Studies In The Primary; Unit 2: Our City, St. Louis; Concept B; Activity B1; Page 225.

Curriculum Guide And Resource Book: Integrating Black Studies Into Grades; Who Runs St. Louis; Pages 52-53.

RESOURCES REQUIRED

Found Within the Lesson	Teacher Acquired
	We Elect (for teacher's reference) 18 x 24 drawing paper crayons flash cards magic marker

TEACHER PREPARATION TASKS:

Have the pupils pretend that they are planning a city named Future City. On a sheet of 18x24" drawing paper, have each pupil design a business which they feel would be an asset to the community. (Emphasize the point that Future City, has houses, churches, post office, railroad station, fire station). Some suggestions are:

1. Bank
2. Barber Shop
3. Grocery Store
4. Gift Novelty Shop
5. Florist Shop
6. Camera Shop
7. Clothing Store
8. Confectionary
9. Clock Store
10. Candy Shop
11. Hamburger Shop
12. Ice Cream Parlor
13. Pizza Palor
14. Drugstore
15. Health Clinic
16. Hardware Store
17. Dime Store
18. Doughnut Shop

Pupils may design their business while the teacher is working with another group.

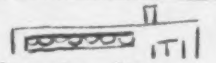
INSTRUCTIONAL PROCEDURES:

INTRODUCTION:

Have the pupils give the name of their business, an oral description of their building, and the name of the workers that they feel would be needed to help make it an asset to the community.

After pupils have explained and described their building to class, tape the pictures in groups of threes, labelling each picture, on the chalkboard.

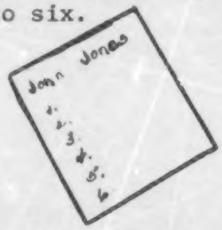
Example:

1.	2.	3.
 Grocery Store	Camera Shop	Hamburger Shop
Gift Novelty Shop	Clothing Store	Hardware Store
Candy Shop	Confectionary	Health Clinic

INSTRUCTIONAL PROCEDURES: Cont'd

TASKS

Give each pupil a sheet of paper in which he will write his name and number from one to six.



Explain to the pupils that they are mayors of Future City and that he or she has to issue a building permit. There are 18 applications (pictures on the chalkboard) but they may only choose 6. As mayors of Future City, they must decide what the people need most in the area and why.

After pupils have decided individually, group them in sets of six and let them discuss their personal decisions and formulate a composite list for each group. Appoint or have the pupils select a mayor and a recorder. The mayor will announce who will receive the building permits, the recorder will write down the composite decisions of the Board of Aldermen and Alderwomen (other members of the group). Emphasize the rule that the majority counts. If one of the Aldermen or Alderwomen disagree, the member who wants the building must try to convience the others by showing its assets to Future City.

SUPPLEMENTAL ACTIVITIES:

The teacher may regroup the pictures, making the choices more difficult.

SUMMARY:

The pupils will become more aware of the likenesses and differences of their opinions and will show evidence of understanding that ones activities are controlled by his and the dicisions of others.

ASSESSMENT PROCEDURES:

Teacher-observation: The teacher may take note of pupils who have a hard time making decisions and work independently with them by providing more decision making opportunities.

JUNIOR SECRETARIES AT WORK

DOMAIN: Career Awareness

CONCEPTS: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil identifies and describes the duties and responsibilities of a secretary.
2. Pupil lists at least five services provided by a secretary.
3. Pupil lists several tools or work-related objects used by a secretary.
4. Pupil writes a brief paragraph identifying and explaining how a business school or industry depends on a secretary.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREA:

Language Arts
Social Studies

NEW VOCABULARY: (To be developed.)

typewriter
filing cabinets
duplicator
shorthand
stapler
intercom
office
records
reports
liquid paper

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Telling stories of increasing length and complexity; utilizing new vocabulary.
Giving oral directions, explanations and descriptions.
Writing independently stories, letters, directions, explanations and descriptions on the chalkboard and on paper.
Habitually proofreading his own written work.
Utilizing alphabetical order.

SOCIAL STUDIES

Recognizing that education is related to job opportunities in any location.
Goals and Guidelines: Social Studies In The Primary; Primary III; Unit 2: Our City, St. Louis; Concept C; Activities C1-C10; Pages 226-228.

PREREQUISITE KNOWLEDGE: (cont'd.)

SOCIAL STUDIES
Recognizing the different kinds of maps and how they may be used by people to get information.

MATHEMATICS
Knowing and telling the time to five minutes.
Teacher's Guide For Mathematics.
Kindergarten - Grade 8; Page 8.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Tools and/or work-related objects used by the secretary. Suggestions: pens pencils erasers liquid paper typewriter index cards stenographers pad Resource persons in various businesses or fields, such as a legal secretary, medical secretary, etc. World of Work site visitations. Suggestions: O'Fallon Technical Center 5101 McRee Avenue St. Louis, Missouri 63110 Telephone: 776-2215 or South Grand Work-Study High School 1530 S. Grand Avenue St. Louis, Missouri 63104 Telephone: 664-1111 Neighborhood businesses Map of St. Louis

TEACHER PREPARATION:

Display attractively a map of the city of St. Louis.
Enlist help of parents in accompanying pupils on interviews and World of Work trips.

TEACHER PREPARATION: (cont'd.)

Tentatively plan and schedule visits to the sites of your choice and arrange visits of resource persons.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Have the pupils make a World of Work site visitation to the office in the school. Let the pupils observe the tasks that are done by the secretary such as using the office machines, making appointments, greeting visitors, processing the mail, utilizing various files, typing letters, etc. The teacher may wish to divide the class into small groups, allow the pupils to observe the secretary at different times, and report to the class.

Have the pupils use their creativity in making a large career booklet about secretaries. Let each group contribute a page to the booklet thus reporting information gained from their observations. The group may illustrate the activities and write stories.

TASKS

Enlist the help of pupils in setting up their classroom routine to function as an office. The teacher may assign the pupils to specific tasks and act as the supervisor, such as:

1. collecting lunch money, milk money, etc.
2. running off copies on duplicating machines.
3. taking attendance.
4. recording grades
5. correcting papers
6. filing papers in pupils individual folders. (using alphabetical order)
7. typing book reports, etc. (If a typewriter is available, don't expect perfection.)
8. planning a weekly schedule of instructional activities for the class.

Let the pupils construct a questionnaire for identifying and interviewing secretaries in the neighboring businesses. If a cassette tape recorder is available, let some of pupils tape their interviews with the secretaries and share with class. If the secretary demonstrates how she used various machines, the pupils may play a game in which they will identify the office machines by its sound (from the tape recorder).

Have the pupils identify on a local map various businesses in the area where secretaries are employed. Teachers may wish to have a group of pupils diagram a section of a community on kraft paper (large roll).

Invite the school secretary or a secretary from a business to the classroom to demonstrate her skill in dictation. Appoint or assign a pupil the position of "supervisor" and allow him to dictate a brief paragraph or story to her which he previously wrote and duplicated enough copies for each pupil. While the

INSTRUCTIONAL PROCEDURES:

TASKS (cont'd.)

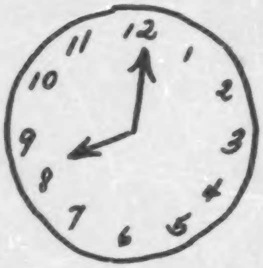
pupil reads the selection, have the secretary take dictation on the chalkboard and read the story back to the pupils, thus allowing the pupils to check the accuracy of her dictation. Let the secretary and the teacher take the role of "supervisors" and dictate sentences to the pupils utilizing the words in the spelling unit for the week.

Have the pupils write a business letter to a neighboring high school inviting a student to talk about how she became interested in business education, future plans, skills, job opportunities, etc.

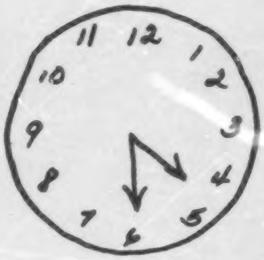
Have the pupils make a World of Work trip to a large company such as the St. Louis Teachers Credit Union, a business and/or a medical institution to observe the use of different types of secretaries, office machines, and procedures. Let the pupils compare the job, duties and responsibilities of each position.

Let the pupils work various mathematical problems which utilize basic computational processes, and the skill of telling time. See example below:

1. ________________________________ goes to work at
(name of pupil)



and leaves at



____________ A.M. ____________ P.M.

How many hours did he or she spend on the job?

If he or she has a 45 minute lunch period and two 10 minute breaks, how much free time does he or she actually have on the job each day?

* Bonus - How much time is actually spent working?

SUPPLEMENTAL ACTIVITIES:

Pupils may play a matching game identifying the tools and work-related objects that secretaries use.

Example:

Name the tool or work related object used by the secretary to talk to her boss when he is in another room.

(Answer: intercom)

SUPPLEMENTAL ACTIVITIES: (cont'd.)

Pupils may organize class into a club or several small clubs in which the officers will be elected and emphasis will be placed upon the role of secretary and her duties. Pupils may show how the position of secretary in a club and on a job differs.

SUMMARY

Pupils will become aware of the duties and responsibilities of a secretary as well as the many firms or establishments which utilize the services of a secretary.

ASSESSMENT PROCEDURES:

Teacher constructed written test to meet objectives.

Saint Louis Public Schools   Career Education Project

JUNIOR MARINERS AT WORK

DOMAIN: Career Awareness

CONCEPTS: A wide variety of occupations may be classified in various ways.

Sub-concept:
Many occupations are classified according to the services they provide to the community and other workers.

PERFORMANCE OBJECTIVES:

1. Pupil identifies various workers with tools and work-related objects.
2. Pupil categorizes workers as providers of goods or services.
3. Pupils identify workers according to the places they work.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREA:
Language Arts
Social Studies
Science
Mathematics

NEW VOCABULARY: (To be developed)

- marine biologist
- marine geologist
- fish and game warden
- fisherman
- oceanographers
- life scientist
- marine ecologist
- acquarium
- catfish
- snail
- artificial
- evaporate
- aquarists
- fish and wildlife assistant
- fish culturist
- hatchery manager
- aquanauts
- chlorine
- oxygen
- algae
- fungi

PREREQUISITE KNOWLEDGE:

LANGUAGE

Utilizing new vocabulary and telling stories of increasing length and complexity.

Giving oral directions, explanations, and descriptions.

Writing own stories, letters, directions, explanations and descriptions on the chalkboard and on paper.

Reporting briefly to classmates on books which have been read independently.

PREREQUISITE KNOWLEDGE:

LANGUAGE (cont'd.)
Habitually proofreading all written work.
Understanding what is read.

SOCIAL STUDIES
Recognizing St. Louis as our community.
Goals and Guidelines: Social Studies In The Primary;
Unit 2: Our City, St. Louis;
Concept A; Activity A5.

Understanding kinds of maps and how they may be used by people to get information.
Goals and Guidelines: Social Studies In The Primary;
Unit 3: Maps and Globes;
Concept A; Activity A1; Page 232.

Understanding that the globe is a small model of the earth which is round.
Goals and Guidelines: Social Studies In The Primary;
Unit 3: Maps and Globes;
Concept B; Activities B1, B3, and B4; Pages 232-233.

Understanding that: an island is a mass of land surrounded by water.
Hawaii is a group of islands.
Hawaii is one of the states of the United States.
Goals and Guidelines: Social Studies In The Primary;
Unit 4: Hawaii, An Island Community;
Concept A; Activities A3, A4; Page 234.

Becoming aware of some of the customs and cultures of Hawaii.
Goals and Guidelines: Social Studies In The Primary;
Unit 4: Hawaii, An Island Community;
Activities B3, and B7; Pages 235-236.

Understanding that Kenya is a country on a continent just as the United States is a country on a continent.
Goals and Guidelines: Social Studies In The Primary;
Unit 5A: Kenya, Africa: Co-Existence of The Old and The New;
Concept A; Activity A5; Page 239.

Understanding that Alaska is one of the states in the United States.
Goals and Guidelines: Social Studies In The Primary;
Unit 5B: Alaska, Our Polar State;
Concept A; Activities A1-A3; Page 245.

SCIENCE

Understanding the following concepts:

Brine shrimp eggs hatch in varying concentrations of salt water.
Curriculum Guide for Science;
Unit 2: Brine Shrimp; Concept B; Page 33.

PREREQUISITE KNOWLEDGE:

SCIENCE (cont'd.)

Salt water algae and bacteria are the natural food of brine shrimp.
Curriculum Guide for Science;
Unit 2: Brine Shrimp; Concept D; Page 33.

All of life is change.
1. Some changes are manmade.
2. Some changes occur without man's intervention.

Curriculum Guide for Science;
Unit III: Changes; Concept A; Page 34.

Changes may be gradual or spontaneous.
Curriculum Guide for Science;
Unit III: Changes; Concept B; Page 34.

MATHEMATICS

Adding and subtracting basic facts 0-18.
Reading five-place numerals.
Reviewing basic multiplication and division facts for 2's, through 9's.
Recognition of the symbols of mathematics.
Understanding and utilizing the thermometer to measure temperature.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Parts for an aquarium (Enlist help of the pupils) tank filter gravel thermometer motor angel hair plants (water) tropical fish rubber or plastic hose top tropical fish food net Make-believe aquarium carton (medium size) saran-wrap construction paper pipe cleaner paper clips string small limb or stick (for fishing rod) magnet

RESOURCES REQUIRED: (cont'd.)

Found Within the Lesson	Teacher Acquired
	Books Level 9S Level 10S Level 11S Level 12S Obtain books from Public Library on aquariums and marine science (for teacher and/or pupils reference) magnifying glass microscope

TEACHER PREPARATION:

Contact the owner of a neighboring pet shop or one listed below and make arrangements for your class or a small group of pupils to make a visit to the site. Ask the owner to explain and demonstrate how to set up an aquarium.

Suggested sites: (May consult the *Yellow Pages*)	Telephone
Aalco Pet Supply, Inc. 3021 Olive Street St. Louis, Missouri 63106	533-5895
Adorable Ozark Pets, Inc. 3210 South Grand Blvd. St. Louis, Missouri 63118	664-2448
The Aquarium, Inc. 4636 Gravois St. Louis, Missouri 63116	353-7394
Marine City 3901 Flad St. Louis, Missouri 63110	773-0067

Contact the following person for a resource speaker and allow him to talk with the pupils and assist the pupils in an experiment with the class. (See Tasks listed under Instructional Procedures.)

Suggestions:

Jennifer Schauer
c/o University of Missouri
St. Louis, Missouri 63121

Edward P. Ortleb 771-4336
c/o O'Fallon Technical Center, Room 326
5101 McRee Avenue
St. Louis, Missouri 63110

TEACHER PREPARATION: (cont'd.)

Secure a map of St. Louis, Missouri, United States and a World Map.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Have the pupils take a World of Work trip to a pet shop (See Teacher Preparation) to see the different kinds of tropical fish and watch a demonstration showing how to set up an aquarium. After the trip, encourage pupils to discuss what they saw.

TASKS

Assign the pupils the responsibility of collecting books about aquariums and marine science from the school and public libraries. Encourage pupils to read and report information orally or in writing. (Written reports may be duplicated and given to each pupil in the class and used as a reading lesson.) Compiling the information gathered from the reports and World of Work trip, let the pupils (with teacher guidance) set up an aquarium in the classroom. Emphasize the importance of balancing an aquarium and assign a small group of pupils to observe and report to class what is occurring in the acquarium. They may assume the occupational title of marine ecologist or aquarist.

Have a small group of pupils practice their measuring skills and report to the class the number of cups, quarts and/or gallons of water necessary to fill their aquarium.

Have another small group of pupils read the thermometer at various times of the school day and report to the class.

Encourage the pupils to discuss fishing as a leisure time activity and as a source of food. Emphasize the following:

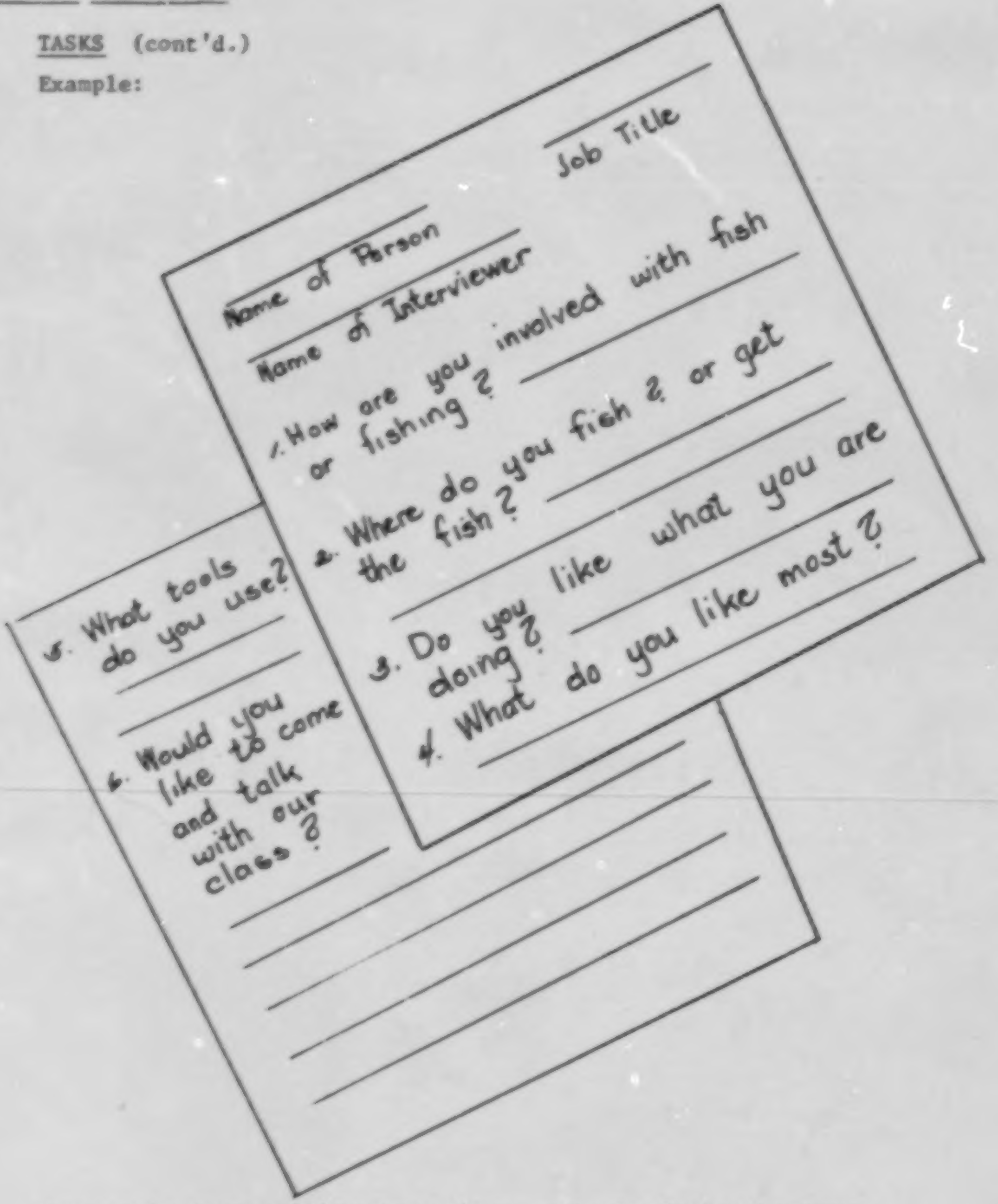
1. occupational titles (See New Vocabulary)
2. places in the St. Louis where pupils are allowed to fish such as Forest Park and O'Fallon Park;
3. rules in the specific fishing areas;
4. the effect of the seasons upon fishing.

Have the pupils interview their parents, friends, relatives, neighbors and/or local merchants who are involved with fishing either as a leisure time activity or as a means of making a living. Have the pupils formulate some type of questionnaire for interviewing. (See example on next page.)

INSTRUCTIONAL PROCEDURES:

TASKS (cont'd.)

Example:



Name of Person

Name of Interviewer

Job Title

1. How are you involved with fish or fishing?
2. Where do you fish? or get the fish?
3. Do you like what you are doing?
4. What do you like most?
5. What tools do you use?
6. Would you like to come and talk with our class?

Let pupils discuss their interviews, and make invitations or write letters inviting persons to share their knowledge and experiences with the class.

Have the pupils enlist the help of parents and other adults in securing marine life from ponds, streams and rivers in the St. Louis area. Allow the pupils to display in gallon jars the fish, etc; activities will include labeling, comparing and recording differences and changes.

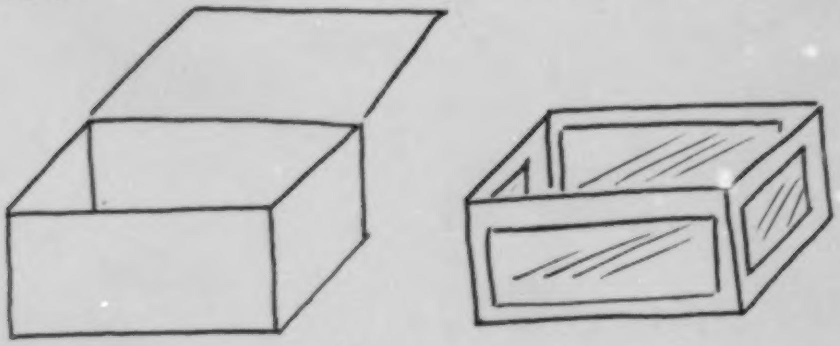
INSTRUCTIONAL PROCEDURES:

TASKS (cont'd.)

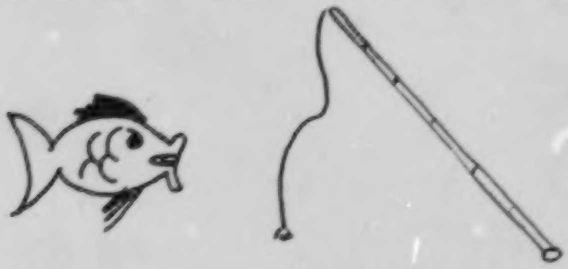
Let the pupils stretch their imaginations and write Let's Pretend stories, in which the pupils may pretend that they are marine plants or animals and live at the bottom of the Mississippi or Missouri Rivers.

Have the pupils divide into small groups and locate fishing areas on maps of St. Louis, Missouri, United States, and the World.

As a culminating activity have a small group of pupils create a make-believe aquarium, using a cardboard box and saran wrap. See example below:



Let the other pupils make fish cut-outs from construction paper and fasten a paper clip to the mouth of each fish.



Have some pupils responsible for making a fishing rod; a small magnet can be used as a hook.

Let the pupils write a multiplication or division fact on each fish cut-out for review purposes.

Allow the pupils time to play a game in which they may help each fish for which they give the correct answer to its problem. The winner is the one who has the largest catch. (May be used for reviewing reading skills, such as strengthening vocabulary, etc.)

SUMMARY

Pupils will become aware of how leisure time activities can lead to an interest in various jobs.

ASSESSMENT PROCEDURES:

Teacher-constructed test and teacher observations throughout the unit.

JUNIOR SALESMEN AT WORK

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

PERFORMANCE OBJECTIVES:

1. Pupil identifies the workers who sell things by occupational titles.
2. Pupil tells some of the duties, responsibilities, and places of business of the workers.
3. Pupil gives a brief written description of jobs, work-related objects, and the rewards of being a specific worker.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREA:

- Language Arts
- Social Studies
- Mathematics

NEW VOCABULARY: (To be developed.)

- managers
- salesmen
- cashiers
- display workers
- shipping clerk
- receiving clerk
- stock clerks
- advertising managers
- buyers
- bookkeepers
- advertising specialist
- sales clerks
- billing machine operators
- office machine servicemen
- routemen
- secretaries
- executives
- accountants

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Telling stories of increasing length and complexity using new vocabulary.
Giving oral directions, explanations, and descriptions.
Writing independently stories, letters, directions, explanations and descriptions on the chalkboard and on paper.
Reporting briefly to his classmates about books which were read independently.

SOCIAL STUDIES

Recognizing St. Louis as our community.
Goals and Guidelines: Social Studies In The Primary;
Unit 2: Our City, St. Louis;
Concept A; Activities A1-A15; Pages 222-224.

PREREQUISITE KNOWLEDGE:

SOCIAL STUDIES (cont'd.)

Recognizing that education is related to job opportunities in any location.
Goals and Guidelines: Social Studies In The Primary;
Unit 2: Our City, St. Louis;
Concept C; Activities C1-C10; Pages 227-229.

Understanding contributions of Black people to trades and industry.
Curriculum Guide and Resource Book: Integrating Black Studies into the Kindergarten and Primary Grades;
The Community: Trades and Industry; Pages 78-84.

Becoming aware of many kinds of maps and how they may be used by people to get information.
Goals and Guidelines: Social Studies In The Primary;
Unit 3: Maps and Globes;
Concept A; Activities A1-A2; Page 232.

MATHEMATICS

Understanding the value of a dollar.
Teacher's Guide for Mathematics;
Kindergarten - Grade 8; Page 7.

Using the dollar sign ($) and the decimal point.
Teacher's Guide for Mathematics;
Kindergarten - Grade 8; Page 8.

Using the basic computational processes of mathematics.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	SFS 771-456 *A Manufacturing Area Downtown* SFS 771-459 *A Shopping Center* *COMMUNITY WORKERS AND HELPERS, SERIES 2:* SFS 771-456 *Department Store Workers* *COMMUNITY WORKERS AND HELPERS, SERIES 1:* SFS 771-643 *Supermarket Workers* *WORKERS SERIES:* SFS 770-541 *Workers Who Sell* BOOKS *Come to Work With Us in A Department Store* - Jean and Ned Wilkinson

RESOURCES REQUIRED: (cont'd.)

Found Within the Lesson	Teacher Acquired
	Materials Needed: large cardboard carton paints (tempera) construction paper plastic fruit and vegetables cash register for check out counter cardboard boxes

TEACHER PREPARATION:

Plan and arrange a World of Work site visitation to the following places to observe the Distributive Education classes.

Suggestions: (optional)

	Telephone
O'Fallon Technical High School 5101 Northrup St. Louis, Missouri 63110	776-3232

or

Neighboring High School

Plan and arrange a World of Work site visitation to any of the places in which the pupils may see the workers who sell things in action.

Suggestions:

1. Department stores
2. Shopping centers
3. Grocery stores or supermarkets
4. Insurance firms
5. Junior Achievement of Mississippi Valley, Inc.
   1818 Olive Street
   St. Louis, Missouri 63103

INSTRUCTIONAL PROCEDURES:

Have the pupils plan a site visitation to O'Fallon Technical High School and observe the distributive education classes in session. Let some of the pupils have a buzz session with the teacher in which they may ask questions about the jobs that the participating students are being prepared for. If at all possible, let a small group of pupils be adopted by A Big Brother or Sister, in which a student in the class will adopt one of the pupils to work along beside him or her, explaining his or her job to him.

Have pupils share and compare experiences, write stories independently, etc.

INSTRUCTIONAL PROCEDURES: (cont'd.)

Enlist the help of pupils in forming a list of persons (parents, neighbors, workers in this field whom they know) who would readily serve as resource persons. Divide the pupils into small groups and assign the following responsibilities;

1. Formulating and writing letters inviting resource persons with work-related objects to come and share their knowledge with the pupils.
2. Acquiring and displaying a map of St. Louis; locating and labeling the businesses involved in selling.
3. Making a class picture dictionary of new words learned related to the unit.

Make a World of Work site visitation to a shopping center or any of the suggested places (See Teacher Preparation). Enlist the assistance of the parents in accompanying pupils to a site. If enough parents are available, divide the pupils into small groups and allow them to tour only one business or establishment.

Have the pupils discuss and compare their observations on the chalkboard.

Stix Baer Fuller	Singer	A&P Supermarket	Woolworths
1. salesladies salesmen	sales clerks	cashiers	cashiers
2.			
3.			

Have the pupils role play various workers seen.

Let the pupils make and decorate a supermarket in a corner of the classroom using a large cardboard carton (refrigerator) and several primary tables. Have the pupils collect empty containers and wrappers to stock their shelves. Allow the pupils to practice their skills of selling, advertising, counting money and making change.

Let the pupils select an item they would like to sell as a fund raising project for the school or their classroom.

Suggestions:

1. seeds (spring of the year)
2. candy
3. Christmas cards
4. greeting card
5. station ry

INSTRUCTIONAL PROCEDURES: (cont'd.)

Have a small group of pupils construct an order form that will yield the information needed for recording orders for selling the selected items. Allow class to practice filling out the form.

Have the pupils make posters using their own creativity for advertising the item selected to sell.

With their order forms and posters, encourage the pupils to sell the selected item to friends and neighbors by taking orders.

Let the pupils report their sales record and have fun figuring out the amount of money earned by the class and each pupil's contributions to that sum (using their basic computational skills).

SUPPLEMENTAL ACTIVITIES:

The pupils may wish to make rather than select an item to sell. (Consult books on crafts.)

Suggestions:

1. flowers
2. center pieces
3. paper weights
4. aprons
5. pot holders, etc.

Have the pupils set up a department store in the classroom. Encourage the pupils to bring toys and/or other display items for each department in a carton. (Consult Childcraft, We Make and Do, for ideas on display.)

SUMMARY:

The pupils will become aware of the many careers related to selling an item and how many skills learned in school are pertinent to successful performance on a job.

ASSESSMENT PROCEDURES:

Teacher-constructed test and evaluation throughout the unit.

Saint Louis Public Schools Career Education Project

JUNIOR METEOROLOGISTS AT WORK

DOMAIN: Career Awareness

CONCEPT: Occupations exist for a purpose.

Sub-concept: People are affected by the weather.

PERFORMANCE OBJECTIVES:

1. Pupil identifies and describes jobs or occupations that help him and his family meet their basic needs.
2. Pupil lists several workers involved in the process of forecasting the weather.
3. Pupil lists at least three services provided by workers related to the weather.
4. Pupil lists several tools, instruments or work-related objects used in weather forecasting.
5. Pupil writes a brief paragraph identifying and explaining how one particular business or industry depends upon weather forecasts.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Primary III

CURRICULUM AREAS:

Language Arts
Science
Social Studies
Music

NEW VOCABULARY:

WORKERS	TOOLS or INSTRUMENTS	TERMS
meteorologist	thermometer	ceiling
weather observer	weather vane	forecast
plotter	anemometer	prediction
weather analyst	hygrometer	relative humidity
facsimile recorder	rain gauge	satellites
weatherman or	barometer	air masses
weather forecaster	nephoscope	clouds
humidity	visibility	wind velocity

PREREQUISITE KNOWLEDGE:

LANGUAGE ARTS

Telling stories of increasing length and complexity utilizing new vocabulary.
Giving oral directions, explanations and descriptions.
Writing independently stories, letters, directions, explanations and descriptions on the chalkboard and on paper.
Reporting briefly to classmates about books which were read independently.

SCIENCE

Understanding these concepts:
Air can press down on water.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit V; Concept A; Page 35

Air occupies space.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit V; Concept B; Page 36

Air is pushed out of a container when water is poured into it.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit V; Concept C; Page 36

When more air is added to a closed container, the pressure is increased.
When air is removed from a closed container, the pressure is decreased.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit V; Concept D; Page 36

There is a layer of air around the earth.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit V; Concept E; Page 36

The faster air moves, the harder it pushes.
Curriculum Guide for Science
Kindergarten - Grade 8
Primary III; Unit V; Concept F; Page 37

SOCIAL STUDIES:

Recognizing different kinds of maps and how they may be used by people to get information.
Goals and Guidelines
Social Studies in the Primary
Primary III; Unit 3: Maps and Globes;
Concept A; Activities A1 - A2; Page 232

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Collection of library books related to the weather. (Public or School Library) 1. *Dan the Weatherman* Jane Barr 2. *A First Look at the World* Joanne Bendick 3. *Let's Find Out About Air* C. Sharp 4. *Katy and the Big Snow* V. Burton 5. *Mr. Button* N. Pollard 6. *Snowman's Christmas Present* I. Wilde 7. *Snow* T. Bell 8. *What Will the Weather Be?* Jene Barr and Cynthia Chapman

TEACHER PREPARATION:

Prepare activity cards which will allow the pupils to experiment with many of the instruments on an individualized or small group basis.
Suggestions: (Using the thermometer)

Experiment 1:

Fill a glass with cold water. Put in a thermometer very carefully. What does it tell you about the water in the jar? Write down the temperature. Now put the glass in a place where there is sun in the classroom. Make a sign that says, "Please Do Not Touch." Set a timer to tell you when one hour has passed. When the timer rings, look at the thermometer. Is the temperature of the water the same as before? Write what happened to water and tell why.

TEACHER PREPARATION (cont.)

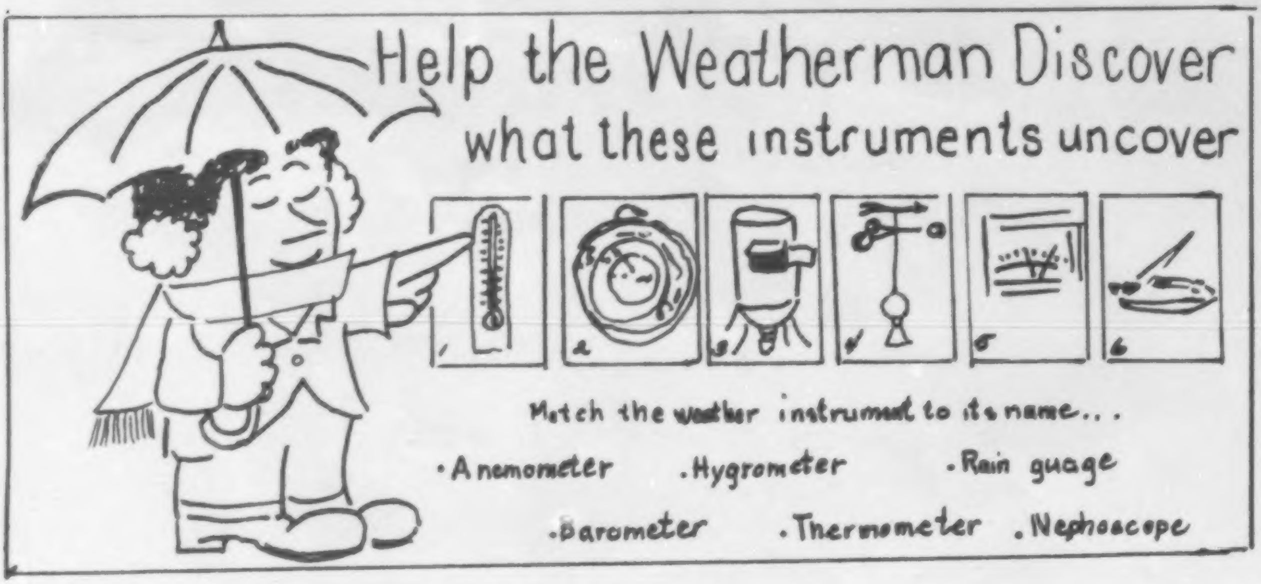
Experiment 2:

Put a cup of cold water in a jar. Put in a thermometer. Get a friend to help you. Make a record of the temperature of the water. Now put in an ice cube and watch the temperature of the water. What changes do you see in the jar of water? Write down what happens.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Stimulate interest in the workers who forecast the weather by asking the pupils to share their personal experiences with various unexpected weather conditions such as, rain, snow, fog, hail and etc.


Help the Weatherman Discover
what these instruments uncover
1
2
3
4
5
6
Match the weather instrument to its name...
• Anemometer
• Hygrometer
• Rain guage
• Barometer
• Thermometer
• Nephoscope

Use the above bulletin board as a stimulus for finding out about the workers and the instruments or tools used. Encourage pupils to bring in books about the weather from the library and share information with the class. Let the pupils match by attaching yarn between the pictures and names identifying the instruments. As a variation, the pupils may make a game printing descriptions and definitions of the instruments on flashcards and matching them.

TASKS

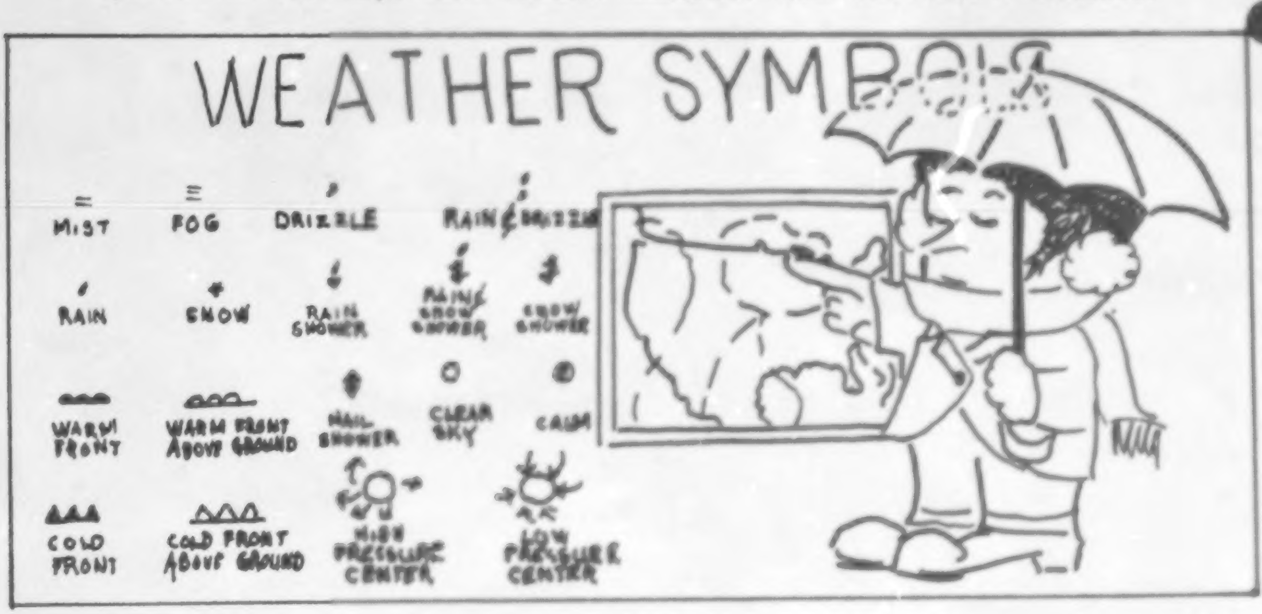
Encourage the pupils to interview various people to find out how they are affected by the weather.

INSTRUCTIONAL PROCEDURES (cont.)

Suggested persons:

1. Members of their family
2. Neighbors
3. Gardeners
4. Construction workers
5. Fishermen
6. Storekeepers
7. Farmers
8. Pilots

After the pupils report their finding, let them make a mural illustrating the affects of weather on the persons suggested above.
Permit the pupils to experiment with various weather instruments. Invite resource personnel in from the Weather Bureau to explain their jobs in relation to the jobs of other workers in the process of predicting weather.
Help the pupils plan a World of Work Trip to the weather station at the airport.
Invite resource persons who work in the communication areas, such as television and radio to visit classroom and talk about their jobs.
Encourage the junior meteorologists in your classroom to do some forecasting on their own. Use Activity Sheet #1.
Using the suggested idea for a bulletin board below, give the pupils their own maps of the United States. Have pupils write the different weather symbols on their maps while another classmate reads the weather forecast.


WEATHER SYMBOLS
MIST
FOG
DRIZZLE
RAIN & DRIZZLE
RAIN
SNOW
RAIN SHOWER
RAIN & SNOW SHOWER
SNOW SHOWER
WARM FRONT
WARM FRONT ABOVE GROUND
HAIL SHOWER
CLEAR SKY
CALM
COLD FRONT
COLD FRONT ABOVE GROUND
HIGH PRESSURE CENTER
LOW PRESSURE CENTER

Secure a map of the world and display on a bulletin board. On the map, let the pupils look through magazines and cut out pictures of people from different geographical regions dressed according to their climate or weather. When a seasonal change occurs, in that particular country, make sure the pictures represent the different seasons for an accurate understanding of the weather

SUPPLEMENTAL ACTIVITIES: Use Activity Sheet #2.
ASSESSMENT PROCEDURES: Teacher - made test and teacher judgment.

Activity Sheet #1

Watch
The
Weather

Materials Needed:

Thermometer
Daily newspaper
Worksheet #1

Directions:

Use a thermometer to measure the air temperature outside your school four times each day. Do this at 9:00 a.m., 11:00 a.m., 1:00 p.m., and at 3:00 p.m. Do this for four days. Record your finding on Worksheet #1.

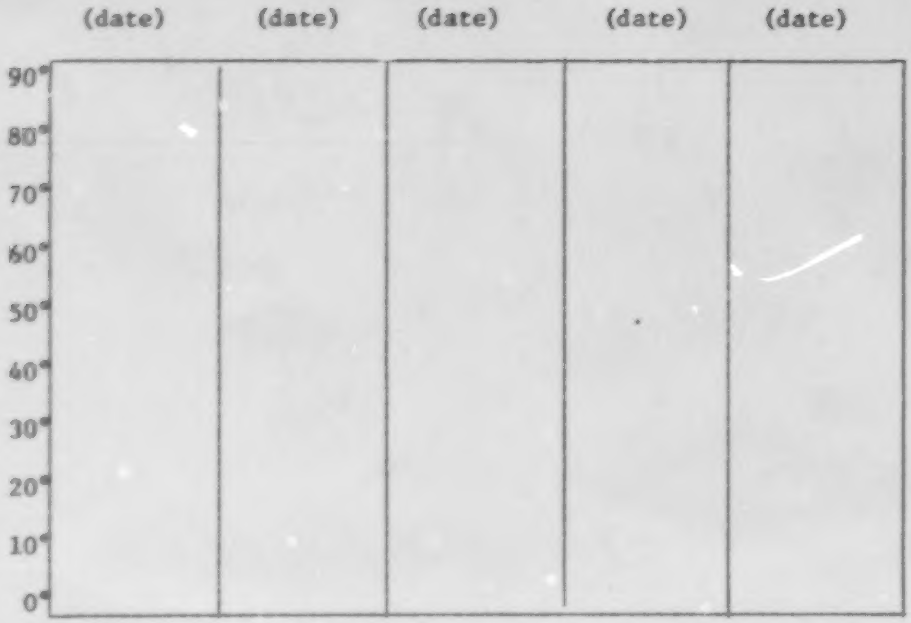
Use the weather record in your daily write-ups to find out the low temperature for each of the nights.

With the help of your teacher, make a graph of these temperatures.

____
Junior Meteorologist's Name

Time	________ date	________ date	________ date	________ date	Cloudy Partly cloudy Clear
9:00 a.m.					
11:00 a.m.					
1:00 p.m.					
3:00 p.m.					
Low					

Activity Sheet #1 (cont.)



Use the following colored crayons to plot the temperature:

9:00 a.m. - red
11:00 a.m. - green
1:00 p.m. - orange
3:00 p.m. - blue

Keep a record of whether the sky is partly cloudy, cloudy, or clear.

Answer the following:

1. What was highest daytime temperature during the four-day period? ____________
2. What was the lowest daytime temperature during the four-day period? ____________
3. What was the greatest temperature during any one-day-and-night period? ____________
   (Workspace)

4. How did the clouds seem to be related to the temperature each day?
   (Workspace)

Activity Sheet #2

IS IT A FACT?
(True or False)

_____1. The more nuts squirrels gather in the fall, the colder the coming winter will be.

_____2. If the stripes around wooly bear caterpillars are wide, the coming winter will be mild. But if their stripes are narrow, a cold winter is ahead.

_____3. If a ground hog leaves his den and sees his shadow on February 2, cold weather will last six more weeks. If the ground hog doesn't see his shadow, spring will be early.

_____4. Flies bite more before a storm.

_____5. Frogs croak more and ducks quack louder before a rain.

Activity Sheet #2 (cont.)

_____6. When birds migrate to another home, they fly only over places where there will be no storms.

_____7. Birds roost before a storm.

_____8. A chirping cricket can act as a living thermometer.

_____9. Birds fly south early if winter is coming early.

_____10. Aching corns predict bad weather.

Answers below:

All statements are false with the exception of #8. A chirping cricket can act as a living thermometer. They chirp faster as the temperature rises. On warm days, adding the number of chirps in 15 seconds, will about equal the temperature.